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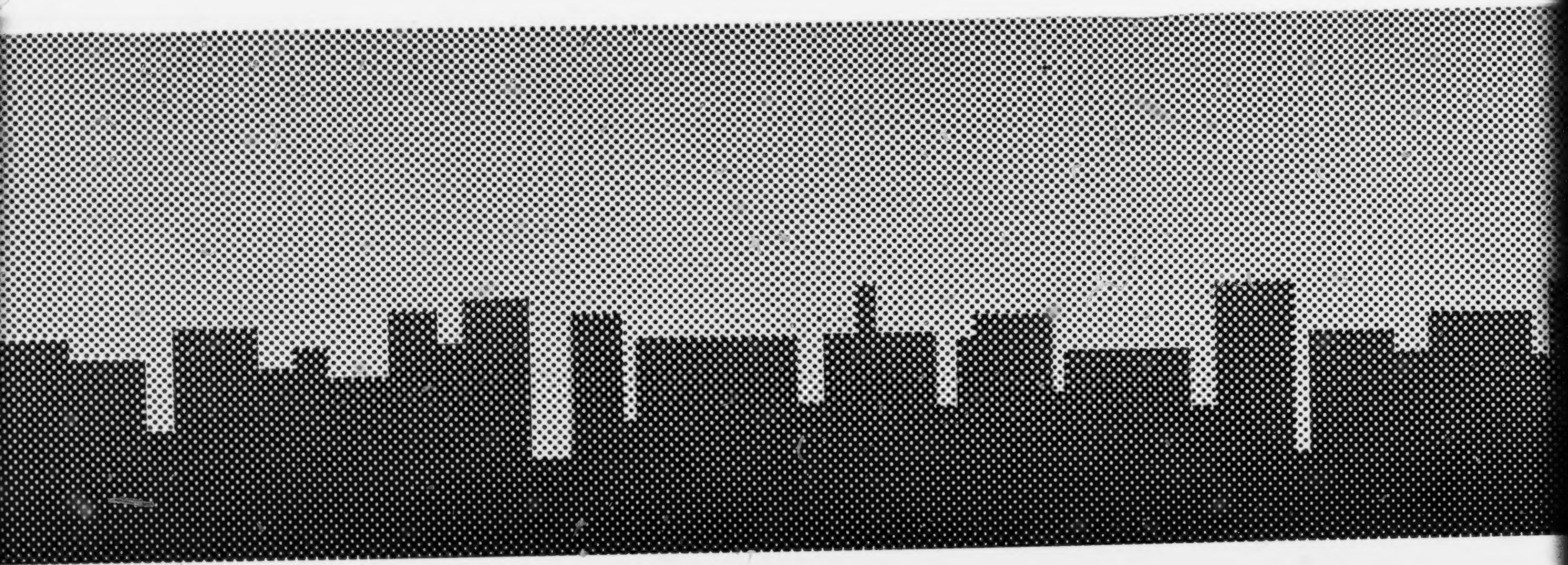
ABSTRACT

The need for outdoor education for city children and the availability of facilities for it in the New York metropolitan area are explored in this feasibility study. The most significant finding is the existence of vast outdoor education resources waiting for school administrators to tap them. The information is presented in two parts--(1) examination of the curriculum, the values, the expenses, and the possibilities of outdoor education for New York City, and (2) the implications for facilities as identified by the educational program. (TC)



ED035233

CITY TO COUNTRY

OUTDOOR EDUCATION FOR NEW YORK CITY / A FEASIBILITY STUDY BY EUGENE M. EZERSKY Ed. D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared Under A Grant From Educational Facilities Laboratories

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OUTDOOR EDUCATION FOR NEW YORK CITY

CITY TO COUNTRY

A Feasibility Study by Eugene M. Ezersky Ed. D.

"As for the cabins I think that that was just gorgeus. The large pane windows and the door that leads into the cabin I think was very nice because it had a window in the middle of the door to look out of to see the beautiful things."

DEIDRA BATEY, Class 5G

Letter of Transmittal

June 30, 1969

Dr. Seelig Lester
Deputy Superintendent for Curriculum and Instruction
New York City Board of Education
110 Livingston Street
Brooklyn, New York

Dear Dr. Lester:

I am happy to submit the report of my recently completed feasibility study for outdoor education for the public schools of New York City. The report deals with the availability of facilities and other considerations for initiating a program of outdoor education for the schools of the city. In addition, it details the specifics of a pilot project in outdoor education involving two classes of children from District #7 in the South Bronx.

You will note that the report concludes that not only is outdoor education feasible for New York City, but that it is highly desirable.

It is my hope that this report will contribute in some way to the introduction of a massive program for New York City, so that hundreds of thousands of children will have the opportunity to be exposed to the values of education in the outdoors.

I extend my thanks to you for your interest and cooperation in this study.

Yours truly,

Eugene M. Ezersky, Ed.D.

cc: Dr. Bernard Donovan
Dr. Harold Gores

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This study was made possible through a grant from the Educational Facilities Laboratories Inc., 477 Madison Avenue, New York, New York 10022. Copies of the report may be obtained by writing to the above address.

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Grateful acknowledgment is made to the following, who have contributed greatly to this report:

First, to the professional staff of the Educational Facilities Laboratories, for their invaluable help in all phases of this study;

Second, to the children and staff of New York City Community District #7, whose successful participation in the pilot project contributed conclusive evidence of the values of outdoor education for New York City;

Finally, to Dr. Harold Gores, President of the Educational Facilities Laborotories, whose interest and concern guided the study, and whose constant query, "Is it good for kids?" kept the focus where it rightfully belongs, on city children everywhere.

Preface

THIS FEASIBILITY STUDY was established to explore the needs and the availability of facilities for outdoor education in the New York metropolitan area. In outdoor education, more than in other forms of education, the program and the facilities are inextricably intertwined. Consequently, facility considerations could not be examined without first studying the varied curriculum opportunities for education in the outdoors.

The rationale and objectives for outdoor education needed to be clearly examined. The curriculum needs could then be related to specific facility requirements and opportunities for outdoor education for New York City children.

The most significant finding in this report is the existence in the New York area of vast outdoor education resources waiting only for the ambitious and venturesome school administrators to tap them.

The uniqueness of the outdoor education setting, with no stereotype of classroom or classroom behavior, is the basic curriculum of outdoor education. Surprise and delight replace predictability and cliché. Every outdoor site is different. Mountains and lakes and forests are vastly different in their apparent sameness.

Educators have a common frame of reference in speaking of an auditorium or a thirty-seat classroom or a school science laboratory, whether in Watts or in Scarsdale. They are not able, however, to assume the same framework for the outdoor learning site. In truth, outdoor education is all facility oriented; that is why we move out from the schoolhouse.

Consequently, readers who are exclusively interested in facilities for outdoor education are asked to be indulgent of the early chapters of this report, which examine the curriculum, the values, the expenses and the possibilities for outdoor education for New York City. Chapter VII deals more specifically with the facilities implications of the programs set forth earlier.

CHAPTER ONE

The Case for Outdoor Education for New York City

THE TREMENDOUS INTEREST and increase in programs of outdoor education is testimony to the desirability of such a program for the public schools of New York City.

The social and educational crises which are besetting the urban centers of the country have forced educators to look away from the traditional concepts and facilities of education to those somewhat more innovative and certainly more likely to result in social and educational change. The closeting of students in various sized pedagogical cells is fast becoming a relic of our educational past, as more and more schools move out to the communities and to other facilities more suitable for learning in today's America.

Coupled with the educational upheavals in our society is the recreational revolution which is changing the face of America. Commercial recreation areas are springing up where natural woodland previously existed. Highways intrude on magnificent scenic wonderlands and introduce artificiality in the form of neon and poster displays — artificiality in its crassest form. The urbanization and industrialization of our society has spread outward from the cities and created an urgent need to protect and preserve the quality and quantity of the remaining natural resources of the country. The "land ethic" of which Aldo Leopold spoke is rapidly being replaced by the "people ethic", and people are less and less cognizant of and responsive to their role as temporary stewards of the land. Massive population shifts away from the inner cities, together with the leisure time and recreation explosion, make it mandatory that the public be educated in ways to enjoy and take part fully in this newly found leisure.

Of particular import to New York City youth is the need to be exposed to the beauty and wonder of the outdoors — to recognize that there is a living world away from the ugliness and crush of tenements and subway rumblings — a world to which they can aspire. Their aspirations can be centered around mastering skills and attitudes and concepts of natural living, or, more practically, can be directed to the vocational and avocational possibilities that come with an exposure to this natural environment. The outdoors has also proved to be an effective site for learning the more traditional academic skills.

"Few social settings can provide a more ideal environment for the healthy development of children and youth than learning from living with a group of their peers in the out-of-doors. The complexities of urban life point to the importance of year-round opportunities for camping for more young people." (1)

The program of instruction in outdoor recreation and in environmental education is seriously deficient in New York City. In the very areas where the most emphasis is needed city schools appear to be offering the least. Consider the limitations placed upon city youth with regard to their opportunities to engage in activities that encompass the beauty and invigoration of the natural outdoors. The crowded city streets and the glass strewn play areas are poor substitutes for the natural environment which can provide many stimulating recreational and educational challenges to youth. The freedom of space and the limitless opportunities for learning in the natural setting are almost completely foreign to a large segment of urban youth. The American concept of the open field for running and exploring — the wandering brook and inviting trees to climb are replaced by the dodging of automobiles and the climbing of rusted fire escapes in the polluted air of the urban ghettos of the city. The depressing physical setting of the urban school all too frequently contributes to the defeatist attitude of despair and hopelessness. The many concomitants of recreational actvity in this setting all too frequently lead to vandalism and to the rejection of suitable and desirable social attitudes. Fishing, hunting, hiking, camping. star-gazing and other activities which bring the child into contact with the realm of nature are almost completely missing from his environment. While city Boards of Education cannot provide the open spaces to conduct activities of a natural milieu in the crowded cities, they do have the obligation to seize upon every opportunity to expose their children to these natural educational experiences.

Outdoor education extends the classroom into the natural environment out-of-doors and provides a climate for learning which certainly implements educational objectives. Through a multi-sensory experiential approach, children learn meaningfully in ways which the traditional schoolroom can't offer.

Outdoor education provides for:

1. Environmental education — man's understanding of his relationship to nature and to the natural environment.
2. A catalyst for learning not usually present in the traditional school setting.
3. The development of lifetime recreational skills and attitudes.
4. The development of a feeling of appreciation of, and security in, the wilderness setting.
5. Opportunities for meaningful and cooperative experiences in socialization.
6. The opportunity for the teacher to uncover in his pupils latent qualities which would not normally unfold in the traditional school setting.

The values of outdoor education, long appreciated by innovative educators, have recently been recognized at the highest levels of governmental and professional institutions. A brief description of the rapid movement in this field of outdoor education follows.

THE ROLE OF GOVERNMENTAL AGENCIES IN OUTDOOR EDUCATION

Several bureaus of the United States Department of Interior are involved directly with programs of outdoor education, conservation, outdoor recreation, etc. In recent years, there has been established, the Bureau of Outdoor Reccreation which deals almost exclusively with developing nationwide programs of outdoor education and recreation. A recent publication of this bureau, "Education and Outdoor Recreation," has received wide acclaim as a document which interprets the functions and philosophy of outdoor education. (2) The Bureau of Outdoor Recreation publication entitled "Federal Assistance in Outdoor Recreation" is a very valuable handbook which describes federal funding possibilities for programs of outdoor education and recreation. (3) The report to the President and

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(1) *Good Camping for Children and Youth of Low Income Families,* (Catherine V. Richards), United States Department of Health, Education and Welfare, Children's Bureau, 1968, U.S. Government Printing Office.

(2) *Education and Outdoor Recreation,* United States Departmen of Interior, Bureau of Outdoor Recreation, August 1968, U. S. Government Printing Office.

(3) *Federal Assistance in Outdoor Recreation,* United States Department of Interior, Burea of Outdoor Recreation, Rev. 1968, U.S. Government Printing Office.

the Congress by the Outdoor Recreation Resources Review Commission gives further evidence of the attention that the federal government is paying to the subject.

The ORRRC has formulated a National Outdoor Recreation Policy which states, in summary, "It shall be the national policy, through the conservation and wise use of resources, to preserve, develop and make accessible to all American people such quantity and quality of outdoor recreation as will be necessary and desirable for individual enjoyment and to assure the physical, cultural and spiritual benefits of outdoor recreation." Of particular import to New York educators is the emphasis placed by the ORRRC upon the need for programs and opportunities in and around metropolitan New York and other urban areas.

The National Park Service, through its NEED program (National Environmental Education Development), has embarked upon an educational endeavor which will provide for actual outdoor living experiences of at least a week's duration at each of three periods during a child's school years — during his 5th grade, during his 7th grade, and once while he is in high school. Its purpose is not to add a new course to the curriculum but to relate the children's outdoor experience to those subjects already in the curriculum.

In New York State, the State Department of Education now has a consultant on Outdoor Education attached to its Division of Health, Physical Education and Recreation, and the State Conservation Department now has a Director of Outdoor Recreation who is charged with developing plans and sites for outdoor education experiences. The State Department of Education's new publication, "The Outdoor Education Newsletter," has received wide distribution and attention.

THE ROLE OF PROFESSIONAL AGENCIES IN OUTDOOR EDUCATION

The largest and most prestigious of all professional organizations dealing with physical education and recreation in the United States, the American Association for Health, Physical Education and Recreation, a department of the National Education Association with over 50,000 members, has been sponsoring an Outdoor Education Project under the direction of the eminent outdoor educator, Dr. Julian Smith of Michigan State University. They have also established the Council on Outdoor Education. It is important to note that although the project and council come under the aegis of the AAHPER, they are not recreational societies, but rather, organizations devoted to outdoor education. It has long been accepted by all in the field of outdoor education that recreation is only one aspect of the total curriculum of the discipline. Educators should not be frightened by the occasional appearance of the word *recreation* in the literature. Even the most avid outdoor recreators recognize the all-inclusiveness of outdoor education.

The National Recreation and Park Association (including American Park and Recreation Society, American Association of Zoological Parks and Aquariums, National Conference of State Park, National Association of Recreation Therapists, and Society of Park and Recreation Educators) the country's largest and most significant professional organization dealing with our parks and wilderness areas, is committed to several programs directly related to programs of outdoor education. Other national professional groups, such as the American Forestry Association, the National Audubon Society, the National Geographic Society and literally hundreds of others, are directing their attention to the expansion of outdoor education in this country. Recent cabinet level appointments in Washington hinged around policies of conservation and utilization of outdoor resources in the country. The Sierra Club has undertaken large scale outdoor education programs which have resulted in critical analysis of policy toward outdoor space in the country.

In New York State, the newly formed New York State Outdoor Education Association acts as a clearing house for programs in the state. Various quasi-professional agencies, such as the Greater New York YMCA's, are currently involved in large scale planning for extended facilities and programs in outdoor education.

EDUCATIONAL INSTITUTIONS AND OUTDOOR EDUCATION

Perhaps the most significant insight into the growth of this field can be found in the multitude and variety of programs recently initiated at the college and university level throughout the country. Hundreds of accredited institutions are offering programs in outdoor education, including teacher preparation, curriculum development, site and facility planning, conservation and ecology, etc. Information compiled by the National Recreation and Park Association shows that in 1967, 178 outdoor education curricula were offered by 175 colleges and universities in 42 of the 48 contiguous states. This is about four times the number of institutions offering such programs in 1960.

The Lorado Taft Field Campus at Northern Illinois University is a fully operational facility training and developing leaders in this field. The New Jersey State School of Conservation is engaged in similar work, as are other colleges throughout the country. Colleges and universities are either expanding or initiating programs, and the impetus which our midwestern institutions gave to this field has now spread. Important and exciting curriculum offerings in the field of outdoor education can be found at Northern Illinois University, San Francisco State College, Michigan State University, New Paltz, Cortland, Potsdam and Buffalo campuses of the State University of New York, Penn State, Queens College in New York, and many others.

CURRENT SCHOOL PROGRAMS OF OUTDOOR EDUCATION

School programs of outdoor education, including a one week resident experience, abound in and around New York State. A recent survey by the New York State Department of Education shows that 19% of the school districts in New York State provide outdoor education opportunities through a combination of field trips and resident experiences. Closer to New York City are several school systems boasting highly successful programs. The Edgemont district of Scarsdale, the Newton and Ridgewood districts of New Jersey, and the Valley Stream schools in Nassau County have conducted resident outdoor education programs for many years with widespread acclaim and enthusiasm. Just recently ten public school districts in Nassau County's North Shore town of North Hempstead banded together to conduct a comprehensive program of outdoor education for its schools. Plattsburgh,

East Greenbush, Valley Stream, Schenectady, Buffalo, Champlain, Fulton, Hartsdale, Watertown and Yorktown are only a few of the 133 school districts in New York State which are involved in outdoor education. Further evidence of the growing proliferation of programs in outdoor education can be found in a recent report of the New Jersey State Council for Environmental Education, which reports that 24% of the total school districts in New Jersey are engaged in or actively planning programs in this area.

Of particular relevance to New York City is the number of programs of outdoor education in progress in the other large urban centers of the country, such as in Philadelphia, Detroit, Los Angeles, Toledo, Providence, Nashville, San Francisco and others. More and more, the large urban centers are looking for opportunities to expand and modify their educational opportunities through the various media of outdoor education.

PUBLICATIONS IN THE FIELD OF OUTDOOR EDUCATION

Further evidence of the tremendous increase in participation of schools in outdoor education can be found in the quantity and quality of periodicals, books, newsletters, films and university releases devoted to the field. The curriculum section of this report includes a partial listing of current literature in the field.

CHAPTER TWO

Resource Personnel and Other Available Sources of Information About Outdoor Education in the New York Metropolitan Area

THE NEW YORK METROPOLITAN AREA is rich with human resources for the development of programs of outdoor education. In addition to the quantity of these specialists, New York school administrators will be impressed by their quality and dedication. Those concerned with education in and about the outdoors are, of necessity, people with a keen interest in man's relationship to his environment, and to his fellow man. They are generally informal in their approach and anxious to be involved in promising programs. Consequently, outdoor educators are dedicated and devoted to fostering programs of outdoor education and approach their professional obligations with an almost evangelical zeal. Those seeking help in establishing programs of outdoor education can be assured of a warm welcome and a sympathetic ear.

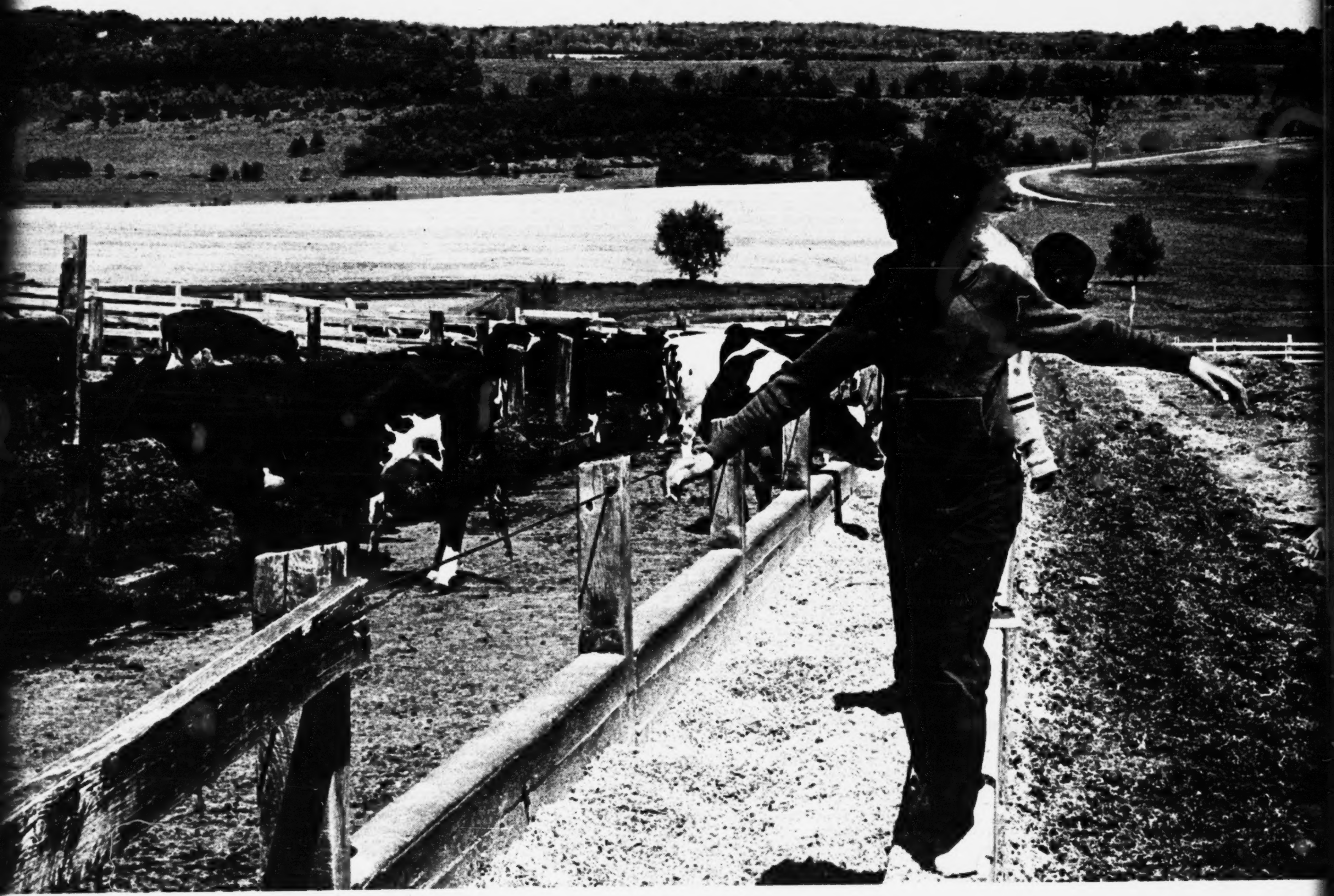
Resource personnel listed here are those with broad experiences in outdoor education and school camping. Their expertise embraces the areas of administration, personnel, teacher preparation, curriculum and program organization. Any one of these specialists would be in a position to start interested school districts on the path to an outdoor education program.

Readers should note that those listed below are in reasonably close proximity to New York City, so that it is feasible and practical for interested local educators to contact them. Their professional affiliations are listed merely as an indication of their present professional involvement in the field.

Mr. Maxwell Alexander
Executive Secretary
Ass'n of Private Camps
55 West 42nd Street
New York, N. Y.

Dr. Edward Ambry
Director, New Jersey State
Council for Environmental Education
Route 46
Mountain Lakes, New Jersey

Dr. Warren Bartholomew
Cortland State College
Cortland, New York



Mr. Harry Betros
High Rock Park Conservation Comm.
Staten Island, New York

Mr. Raymond Bradley
Coordinator, Outdoor Education
Campus School
State University College
Buffalo, New York

Mr. A. W. Bromley
Director of Conservation Education
New York State Conservation Dept.
Albany, New York

Mr. Reginald Brown
Director of Outdoor Recreation
New York State Division of Parks
Albany, New York

Mr. Larry Burr
Ass't Regional Parks Mgr.
State Park Commission
380 Madison Avenue
New York, N. Y.

Mr. Ben Cummings
Director of Outdoor Education
Newark State College
Union, New Jersey

Mr. John DeSane
Director of Extended School Services
Board of Education
Englewood, New Jersey

Mr. John Dreason
Director, City and Country Branches
The Children's Aid Society
105 East 22nd St.
New York, N. Y.

Mr. Irwin Engel
Department of Guidance
Edgemont High School
Scarsdale, New York

Dr. Eugene Ezersky
Acting Assistant Director
Bureau for Health & Physical Ed.
300 West 43rd Street
New York, N. Y.

Mr. George Fuge
Director, Cortland Outdoor
Education Center
Raquette Lake, New York

Dr. Milton Gabrielson
Professor of Education
New York University
Washington Square, N. Y.

Dr. Jack George
Director, Health & Physical Ed.
Public Schools
Roslyn, N. Y.

Miss Lois Goodrich
Director, Trail Blazer Camps
56 [illegible] 45th Street
New York, N. Y.

Mrs. Major James Henderson
Director, Star Lake Camp
Salvation Army
[illegible] Avenue of the Americas
New York, N. Y.

Mr. Charles Hunter
State University College
Potsdam, New York

Mr. Herbert Karp
Ass't Director of Science
Board of Education
New York, N. Y.

Dr. David Kelly
Director of Outdoor Education
Edgemont Public Schools
Scarsdale, New York

Dr. John Kirk
Director, New Jersey State
School of Conservation
Branchville, New Jersey

Dr. Charles Lewis
Director of Outdoor Education
Arrandale Bldg.
Great Neck, N. Y.

Mr. John Loret
Division of General Studies
Queens College of the City Univ.
Flushing, New York

Mr. Norman Matlin
Coordinator of Science
District #14
223 Graham Avenue
Brooklyn, N. Y.

Mr. G. Lawrence McCue
Coordinator of Outdoor Education
Harbor Road School
Valley Stream, N. Y.

Dr. Harlan Metcalf
State University College
Cortland, N. Y.

Mr. Lawrence Mickolic
Associate Director
Fresh Air Fund
244 West 41st Street
New York, N. Y.

Mr. Lloyd Moore
Director of Camping Services
YMCA's of Greater New York
422 Ninth Ave.
New York, N. Y.

Mr. Kent Reeves
Director, Ashokan Field Campus
State University College
New Paltz, New York

Dr. Irwin Rosenstein
Coordinator of Outdoor Education
State Education Department
Albany, N. Y.

Mr. Robert Salmon
Acting Executive Director
Wel-Met Camps
50 Madison Ave.
New York, N. Y.

Mr. Perry Sample
Director, Holiday Hills YMCA
Conference Center
Pawling, New York

Mr. Samuel Schenberg
Environmental Resource Council
15 Gramercy Park South
New York, N. Y.

Mr. Hy Schmierer
Project Evaluator
North Hempstead Outdoor Ed. Proj.
Great Neck Public Schools
Great Neck, N. Y.

Mr. Norman Sklier
Science Consultant
Great Neck Schools
Great Neck, N. Y.

Mr. Victor Spero
Coordinator of Science
District #7
501 Courtland Ave.
Bronx, N. Y.

Dr. Harry Thompson
Associate Director
Town of North Hempstead Outdoor
Education Project
Arrandale Bldg.
Great Neck, N. Y.

Mr. Irwin Tobin
Director, Bureau for Health
and Physical Education
300 West 43rd Street
New York, N. Y.

Dr. V. Eugene Vivian
Director, Conservation and
Environmental Science Center
R. D. #2
Brown's Mills, New Jersey

Dr. John Weeks
Rogers Conservation Center
Sherburne, New York

Persons interested in developing programs of outdoor education would be interested in knowing the names of educators whose work in this area is known on a nation wide level. The educators listed below have contributed to the large scale development of the discipline and can truly be termed national leaders in the field of outdoor education.

Dr. Reynold Carlson
Indiana University

Dr. George Donaldson
Lorado Taft Field Campus
Northern Illinois University
Oregon, Illinois

Dr. Donald Hammerman
Director, Lorado Taft Field Campus
Northern Illinois University
Oregon, Illinois

Dr. William Hammerman
Director, Outdoor Education
San Francisco State College
San Francisco, California

Dr. John Kirk
President, American Camping Ass'n
Director, New Jersey State School
of Conservation
Branchville, New Jersey

Dr. Hugh Masters
Director, North Georgia Mountain
Authority
Helen, Georgia

Dr. Julian Smith
Director, Outdoor Education
Project of the AAHPER
Michigan State University
East Lansing, Michigan

Dr. William Stapp
Department of Resource Planning
and Conservation
University of Michigan
Ann Arbor, Michigan

A further source of help for those interested in initiating programs of outdoor education in the New York metropolitan area would be the several professional organizations which are directly concerned with the field. There are literally many hundreds of kindred organizations which are either directly or tangentially involved in outdoor education, but the listing below identifies some of those in New York with perhaps the broadest scope.

American Camping Association
(New York Section)
342 Madison Ave.
New York, N. Y. 10017

Association of Private Camps
55 West 42nd Street
New York, N. Y. 10036

Boy Scouts of America
Greater New York Council
25 W. 43rd Street
New York, N. Y.

Community Council of Greater New York
225 Park Avenue South
New York, N. Y.

Fresh Air Fund
244 West 41st Street
New York, N.Y.

Girl Scout Council of Greater N.Y.
335 E. 46th Street
New York, N. Y.

New York State Department of Conservation
Albany, New York

YMCA's of Greater New York
422 Ninth Avenue
New York, N.Y. 10001

The Children's Aid Society
105 East 22nd Street
New York, N. Y. 10010

The New York City Mission Society
105 E. 22nd Street
New York, N. Y. 10010

Printed and mimeographed material describing on-going programs near New York are available from the following school districts.

Edgemont Schools, Scarsdale, New York

Ridgewood Public Schools,
Ridgewood, New Jersey

Newton Public Schools, Newton, New Jersey

Town of North Hempstead Cooperative Outdoor
Education Program (Involves ten districts)
Arrandale Building
Great Neck, New York

The New York State Education Department has available for public distribution a listing of all the school districts in New York State which are engaged in programs of this nature.

CHAPTER THREE

Resident Facilities for Outdoor Education for New York City Schools

An unusual paradox presents itself with respect to the availability of campsites for a program of outdoor education for New York City schools, for surrounding the crowded urban ghettos of the city is the greatest concentration of sites and camping areas for outdoor education in the country. Within a two hour drive of central New York City are several magnificent mountain and lake areas particularly well suited to programs of this type. Because of past needs to accommodate country-starved youngsters from the heart of New York during the summer months, the multitudinous assortment of youth-serving organizations of New York have developed facilicities outside the city to serve this need. The Y's, Girl Scouts, Boy Scouts, Salvation Army, Fresh Air Fund, as well as many other private and organizational agencies, maintain camping facilities which have accommodated millions of New York children during the summer months for the past several decades. These same facilities are now available to serve the schools of the city during the school year. So, the fear of insufficient facilities for a massive program of outdoor education for New York is completely unfounded, as will be further demonstrated.

These available sites are located in some of the strikingly most beautiful areas on the East Coast: the Pocono Mountains of Pennsylvania, the Bear Mountain, Ramapo and Catskill ranges of New York and New Jersey, and the Berkshires of Connecticut and western Massachusetts, all less than two hours' driving time from New York.

New York educators will also be pleasantly surprised at the variety and quality of sites available for their programs, from relatively small picturesque sites to those accommodating over 1000 children at a time in equally as attractive and appropriate decentralized camps. Of interest too is the fact that several of these camps are located in geographic clusters, in reasonably close proximity to one another, so that a local district could conveniently contract for the use of four or five camps accommodating perhaps 800 or 1000 children at a time and have these camps within ten miles of each other. Districts could then develop central cadres of curriculum specialists and other personnel to service that complex on different days. It would similarly provide for economy and convenience in transportation, food service, supervision, medical care, etc. The Bear Mountain region of New York, Wayne County in Pennsylvania, the Tanglewood Region of western Massachusetts, as well as others, all contain concentrations of private and organization camps within a few miles of each other.

Another significant consideration for New York educators is that the operators of these camps, institutions of considerable repute and success, are made up of people of considerable skill and know-how in the management of these facilities, as well as of a high level of competency in the allied areas of outdoor education. These camp directors are concerned and enthusiastic about developing school programs. While their motives range from reasons of social commitment to conservation to the economically sound concept of utilizing their facilities on a year-round basis, the fact remains that there is a source of experienced camp directors ready to provide their services to the schools.

Still another positive factor in considering the development of a large scale program for New York is the fact that these facilities have all been subject to the rather rigid standards of the two recognized professional camp accrediting agencies in the Eastern United States, The American Camping Association and the Association of Private Camps. Camp members of these two associations are required to meet highly professional standards of sanitation, staff, program, facility repair and administration. In a survey conducted as part of this study, 155 member camps of either the ACA or APC or both expressed their willingness to become involved in a program of outdoor education for the schools of New York City. This commitment insures school districts of a source of camp directors with a high degree of expertise and professional competency; it also insures that the physical plant and facility which they might select meets the highest level of professional acceptance possible in the United States.

The listing which follows is of camps whose operators have indicated a willingness to participate in a program of outdoor education for New York City. Their facilities are available during the school year, but not during July and August, when they are needed for their own private or organizational clientele. They are all member camps of the ACA or APC or both.

Some information about their camps is similarly listed. For full information about their availability, as well as for information on all aspects of usage, interested parties may contact the director directly. A copy of the survey to which these camps responded is found in Appendix A. Information about member camps of the American Camping Association may be obtained by contacting the New York Section American Camping Association, 342 Madison Avenue, New York, N. Y. 10017. Miss Eleanor Hester is the Executive Secretary of this group. Information about camps belonging to the Association of Private Camps may be secured from their offices, 55 West 42nd Street, New York City, 10036. Mr. Maxwell Alexander is Executive Director.

New York Private Independent Camps

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Adirondack Camp for Boys Glenburnie, N.Y. 12861 914 WO 7-5080	240	150	No	ACA
Adirondack Woodcraft Camp Old Forge, N.Y. 13420 315 637-9501	275	250	No	ACA
Alamar Stormville, N.Y. 212 NE 4-9113	60	225	No	APC
Alderkill Rhinebeck, N.Y. 12572 914 876-4783	90	65	No	ACA
All Seasons Mt. Tremper, N.Y. 12457 914 679-2575	110	60	No	ACA
Baco Minerva, N.Y. 12851 516 FR 4-7757	250	185	No	APC
Barrington West Copake, N.Y. 212 736-1510	130	200	No	APC
Ben-Ann Kerhonkson, N.Y. 914 626-7492	110	500	No	ACA
Brant Lake Brant Lake, N.Y. 12815 212 RE 4-6216	240	300	No	APC
Briar Rhinebeck, N.Y. 201 796-1298	85	140	No	ACA
Che-Na-Wah Minerva, N.Y. 12851 516 621-5333	275	125	No	ACA APC
Chipinaw Swam Lake, N.Y. 12783 212 874-2050	100	400	No	APC
Echo Burlingham, N.Y. 12722 215 TU 4-1125	65	400	No	ACA APC

New York Private Independent Camps [continued]

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Echo Lake Warrensburg, N.Y. 12885 201 261-0747	200	250	No	ACA
Farm Camp Lowy Windsor, N.Y. 516 826-4808	165	140	Yes	ACA
Ferosdel West Copake, N.Y. 12593 516 466-5900	110	200	No	APC
Green Chimneys Brewster, N.Y. 10509 914 BR 9-2996	52	150	Yes	ACA
Gulliver Pine Hill, N.Y. 212 HA 1-6630	130	130	Yes	ACA
Idylwold South Schroon, N.Y. 12877 516 487-5824	250	180	No	ACA APC
Indian Springs Pine Bush, N.Y. 12566 914 944-2676	80	80	No	ACA
Indian Trail RD 1 Binghamton, N.Y. 13903 607 724-8332	180	150	No	ACA
Jug Hill Clinton Hollow, N.Y. 12580 212 AL 4-7801	90	80	Yes	ACA
Kennybrook Monticello, N.Y. 914 693-3037	90	200	No	APC
Lake George for Girls Putnam Station Washington County, N.Y. 203 734-8667	250	140	No	ACA
Lakota Wurtsboro, N.Y. 212 TR 2-2164	80	400	No	ACA
Lexington Lexington, N.Y. 212 HI 1-3030	135	150	No	ACA

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Lincoln Green Hunter, N.Y. 212 479-4924	125	120	No	ACA
Lokanda Glen Spey, N.Y. 516 626-3344	90	300	No	APC
Ma-Ho-Ge Bethel, N.Y. 516 466-5060	100	300	No	APC
Mi-Han-Sa Ellenville, N.Y. 212 763-9220	90	90	No	ACA
Monroe Monroe, N.Y. 212 851-6800	40	450	Yes	APC
Natchez West Copake, N.Y. 12593 518 329-4301	100	135	No	ACA
Navarac Saranac Inn, N.Y. 201 763-4978	300	225	No	ACA APC
Nokomis Mahopac, N.Y. 10541 914 NE 2-5118	55	220	No	APC
Northwood Remsen, N.Y. 212 LE 5-7197	230	200	No	ACA
Orin-Sekwa Niverville, N.Y. 12130 914 SC 5-2705	120	300	No	APC
Orinsekwa-Sonnikwa East Berne, N.Y. 12059 212 BU 4-3180	165	200	No	APC
Oxford-Guilford Guilford, N.Y. 914 793-3480	180	350	No	APC
Pine Cone Hancock, N.Y. 13783 914 835-4044	150	150	No	ACA APC

New York Private Independent Camps [continued]

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Pontiac West Copake, N.Y. 12593 212 HO 4-7100	100	370	No	ACA APC
Pok-O-Moonshine Willsboro, N.Y. 203 775-3348	275	275	No	ACA
Ranger Swan Lake, N.Y. 12783 212 JA 3-5140	100	270	No	APC
Raquette Lake Boys Raquette Lake, N.Y. 13436 201 768-7772	290	200	No	ACA
Raquette Lake Girls Racquette Lake, N.Y. 13436 212 338-1887	290	200	No	ACA APC
Scatico Elizaville, N.Y. 212 PL 6-6666	100	250	No	ACA APC
Sequoia Rock Hill, N.Y. 12775 516 333-4050	85	250	No	ACA
Shangri-La Accord, N.Y. 914 623-4933	90	140	No	ACA
Somerhill Athol, N.Y. 212 848-7475	220	100	No	ACA
Swan Lake Swan Lake, N.Y. 516 CE 9-3800	100	200	No	APC
Thoreau Wallkill, N.Y. 12589 914 895-3330	80	80	Yes	ACA
To-Le-Do High Fall, N.Y. 212 IN 1-7587	95	180	No	ACA
Wawokiye Cutchogue, N.Y. 914 WO 1-4389	80	100	Yes	ACA

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Westmont Ellenville, N.Y. 12428 212 733-2388	85	300	No	ACA
Woodcliff Kingston, N.Y. 12401 914 WO 1-3786	100	150	No	APC
Woodielake West Copake, N.Y. 12593 305 399-2418	100	100	No	ACA

New York Organization and Institutional Camps

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Ashford Hills Scarsdale, N.Y. 10584 Salvation Army of Greater N.Y. 212 243-8700	15	150	No	ACA
Boiberik Rhinebeck, N.Y. The Institute Camp, Inc. 212 AL 5-5785	90	300	No	ACA
Cherith Corinth, N.Y. 12822 Pioneer Girls, Inc. 516 868-5624	250	160	No	ACA
Edward Isaacs Holmes, N.Y. East N. Y. YMHA 212 NI 9-4307	65	200	No	ACA
Elko Lake Parksville, N.Y. 12768 Episcopal Mission Society 212 966-2960	110	360	No	ACA
Goddard-Riverside Rifton, N.Y. 12471 Goddard-Riverside Comm. Center 212 TR 3-6600	90	200	No	ACA
Green Acres Dover Plains, N.Y. 12522 N.Y. City Mission Society 212 OR 4-3500	75	100	Yes	ACA

New York Organization and Institutional Camps [continued]

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Greenkill Talcott Huguenot, N.Y. YMCA of Greater N.Y. 212 WA 9-2084	90 90	200 200	No No	ACA ACA
Harriman East Jewett, N.Y. 12424 The Boys' Club of N.Y. 212 477-8177	125	400	Yes	ACA
Fresh Air Fund Camps Sharpe Reservation (5 camps) Fishkill, N.Y. 12524 Fresh Air Fund, Inc. 212 563-2300	70	1000	Yes	ACA
Madison Felicia Putnam Valley, N.Y. Madison Felicia Camp, Inc. 212 OR 5-5710	50	125	Yes	ACA
Metropolitan Baptist Wingdale, N.Y. Metropolitan Baptist Camps, Inc. 212 AL 4-0880	80	320	Yes	ACA
Mountain Lakes North Salem, N.Y. Westchester County Dept. of Parks & Recreation 914 WH 9-1300 (X347)	70	500	No	ACA
Mountain View Haines Falls, N.Y. Calvary Episcopal Church 212 GL 3-3764	125	200	No	ACA
NYDA Burlingham, N.Y. N.Y. Diabetes Association 212 OX 7-7760	85	240	No	ACA
Presbyterian Camp Holmes, N.Y. 12531 Presbyterian Conference Association 212 870-2111	60	250	Yes	ACA
Ramah Wingdale, N.Y. National Ramah Commission 212 749-8000	80	500	No	ACA

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Rathbun Bath, N.Y. 14810 Hornell Camp Fire Girls 607 324-4330	300	100	Yes	ACA
Robin Hood Central Valley, N.Y. 10917 YMCA of Brooklyn 212 TR 5-1190	50	165	No	ACA
St. George's Church Saugerties, N.Y. St. George's Church of NYC 212 GR 5-0830	110	195	No	ACA
Sakajawea Wingdale, N.Y. Girl Scouts of Dutchess County 914 452-1810	75	132	No	ACA
Sharparoon Dover Plains, N.Y. N.Y.C. Mission Society 212 OR 4-3500	75	235	Yes	ACA
WEL-MET Barryville, N.Y. 12764 Metropolitan Welfare Council, Inc. 212 889-3450	115	1800	Yes	ACA
Wilbur Herrlich Holmes, N.Y. 12531 Lutheran Social Services 212 UL 7-9492	55	80	Yes	ACA

Pennsylvania Private Independent Camps

Akiba Reeders, Pa. 18352 215 MI 9-7877	95	400	No	APC
Bryn Mawr Lake Honesdale, Wayne County, Pa. 18431 212 TR 7-5361	110	150	No	ACA APC
Colang Lackawaxen, Pike County, Pa. 212 LO 3-7640	100	500	No	ACA APC

Pennsylvania Private Independent Camps [continued]

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Echo Lark Poyntelle, Wayne County, Pa. 201 659-5387	130	350	No	APC
Equinunk (and Blue Ridge) Equinunk, Wayne County, Pa. 516 FR 4-0607	125	400	No	APC
Indian Head Lookout, Wayne County, Pa. 18442 914 668-4380	125	250	No	APC ACA
Keeyumah Orson, Wayne County, Pa. 18849 516 FR 1-0515	165	400	No	APC
Rosemont Honesdale, Wayne County, Pa. 516 333-2550	115	275	No	APC
Shawnee Waymart, Wayne County, Pa. 201 239-4199	115	350	No	ACA
Snow Hill Lake Como, Wayne County, Pa. 201 276-0998	135	200	Yes	ACA
Swago-Swatonah Damascus, Wayne County, Pa. 18431 212 377-6610	110	550	No	ACA APC
Towanda Honesdale, Wayne County, Pa. 18431 914 636-1937	125	275	No	ACA APC
Trail's End Beach Lake, Wayne County, Pa. 18431 212 624-3300	125	450	Yes	ACA

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Wayne Preston Park, Wayne County, Pa. 18455 516 295-5544	145	300	Yes	APC
Weequahic Lakewood, Wayne County, Pa. 201 376-3552	135	250	No	APC

Pennsylvania Organization and Institutional Camps

Akenac Dingman's Ferry, Pa. Sisters of the Good Shepard 201 946-4771	85	125	No	ACA
Brooklyn Paupack, Pa. YMCA of Greater New York 212 WA 9-2084	110	200	No	ACA
Morasha Lake Como, Pa. N.Y. Metropolitan Talmud Torah Commission 212 253-5742	140	400	No	ACA
Poyntelle Poyntelle, Pa. 18454 Associated Y Camps 212 CO 5-0616	140	300	No	ACA

New Jersey Private Independent Camps

Farrington East Brunswick, N.J. 08816 201 836-2655	50	90	No	ACA APC
Glenwood Sussex, N.J. 516 921-7466	60	130	No	APC
Pine Grove Jamesburg, N.J. 201 521-0431	47	300	No	APC

New Jersey Private Independent Camps [continued]

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Louemma Sussex, N.J. 212 OL 8-7272	55	170	No	ACA
Thunder Mountain Ranch Bevans, N.J. 201 694-1636	65	120	Yes	APC

New Jersey Organization and Institutional Camps

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Gramercy Blairstown, N.J. Gramercy Boys Club 212 TR 8-0500	82	200	No	ACA
Hartley Farm Lincoln Park, N.J. Hartley House 212 CI 6-9885	25	165	No	ACA
Hudsonia Hibernia, N.J. 07842 Pavonia Girl Scout Council 201 656-1440	45	100	No	ACA
Oakhurst Oakhurst, N.J. 07755 N.Y. Service for Handicapped 212 533-4020	50	90	No	ACA
Shiloh Mendham, N.J. 07945 Camp Shiloh, Inc. 201 766-2614	40	175	No	ACA
Star Lake Bloomingdale, N.J. 07403 Salvation Army of Greater N.Y. 212 243-8700 (X367)	35	320	No	ACA

Massachusetts Private Independent Camps

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Crane Lake West Stockbridge, Mass. 212 KI 9-8930	120	175	No	ACA
Deerwood Great Barrington, Mass. 01230 516 481-7851	130	200	Yes	ACA

Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Glenmere Monterey, Mass. 212 TR 7-9323	130	135	No	ACA APC
Greylock Becket, Mass. 212 GR 3-0631	150	500	No	ACA
Lenox Lee, Mass. 01238 516 MA 7-1859	150	200	No	ACA APC
Mohawk Cheshire, Mass 914 RO 1-3233	150	140	No	ACA
Onota Pittsfield, Mass. 516 RO 6-7715	150	200	No	APC
Silver Birch State Line, Mass. 212 KI 9-5232	135	200	No	APC
Spruce Hill Tolland, Mass. 01034 914 698-6103	125	160	No	ACA APC
Wahconah & Potomac Pittsfield, Mass. 212 986-0537	150	250	No	APC
Wood Crest Sandisfield, Mass. 212 UN 3-6499	120	120	No	ACA APC

Massachusetts Organization and Institutional Camps

Joseph Eisner Great Barrington, Mass. Union of American Hebrew Congregations 212 249-0100	120	450	Yes	ACA

	Name & Address Of Camp And Contact Phone Number	Approximate Miles from New York City	Number of Student Beds	Winterized Facilities	Professional Affiliation
Connecticut Private Independent Camps	Awasting Bantam, Conn. 201 OR 6-0852	95	250	No	ACA
	Bucks Rock Work Camp New Milford, Pa. 06776 212 EN 2-2702	75	330	No	APC
	Everett Taconic, Conn. 516 MO 5-6369	100	180	No	APC
	Hadar Clinton, Conn. 203 347-1459	90	300	No	ACA
	Kendale South Windham, Conn. 06266 516 791-5810	130	200	No	ACA
	Kenico Kent, Conn. 516 485-7488	85	300	No	ACA
	Trupin Colchester, Conn. 212 ME 5-0590	125	200	No	APC
Connecticut Organization and Institutional Camps	Ella Fohs New Milford, Conn. YMHA of Greater N. Y. 212 589-4480	85	110	No	ACA
	Incarnation Ivoryton, Conn. Incarnation Camps, Inc. 203 767-8430	100	300	Yes	ACA
	Lenox Hill Bantam, Conn. 06750 Lenox Hill Neighborhood Association 212 RH 4-5022	96	80	No	ACA
	Sloane Litchfield, Conn. 06039 YMCA Camp Sloane, Inc. 914 761-3628	110	420	No	ACA
	Trinity West Cornwall, Conn. 06039 Trinity Church 212 926-0901	100	72	No	ACA

WINTERIZED FACILITIES

As noted in the foregoing facility listing, several camps have some of their facilities winterized, and more and more year-round facilities are being developed. Schools will then be able to operate programs during the winter months, a very desirable undertaking since these months offer opportunities for outdoor education and recreation which are not possible at other times.

It should be emphatically stated, however, that every fifth- or sixth-grade class in New York City can now easily be accommodated for a one-week resident experience in an existing facility during the months of May, June, September and October, a time when winterization would not be necessary. There is no need to postpone programs because of a lack of winterized facilities. Rather, the preferred approach would be to initiate programs now, in existing facilities, and then to expand the program to an all-year one when the curriculum, interest and pupil needs so dictate.

Almost every camp operator who responded to the survey indicated a willingness to invest in the winterization of facilities if they could be reasonably assured of continued usage by the Board of Education. There are enough winterized facilities available now, however, for at least two or three school districts to enter immediately into an all-year program should they so desire.

At the outset of this study, it was hoped that cost factors involved in the winterization of facilities could be included. Upon further investigation, it was concluded that there are so many variables connected with the possibilities of converting facilities to an all-year operation that it would be of little value. The lay-out, construction, plumbing arrangements and water supplies vary so markedly in practically every site that it is difficult to identify those which might be described as usual or common. However, it became quite evident that the major problem would be one of water supply and sewage disposal. One usually is staggered at the thought of winterizing a camp that might contain hundreds of acres, but on closer analysis, the proportions are much less staggering and the problems certainly less formidable. For, in actuality, perhaps only two or three buildings need be winterized. A large dining area which contains washing facilities and some rooms for study could accommodate several classes, leaving only some bunkhouses to be heated. Essentially, space heat can be provided in sleeping areas, and the dining and meeting areas can then be winterized for the common use of larger groups.

The concept of large scale rehabilitation being necessary to winterized a camp for outdoor education is fallacious. In reality, a site which would accommodate three classes can be reasonably prepared for winter use without too great a cost. The open spaces which really are the learning laboratories of outdoor education remain in their natural state; it is only the housing units which must be adapted for winter use.

In each of the aforementioned geographical areas which contain many of these camps are engineering and maintenance companies which can offer professional consultations based upon a long and thorough knowledge of the area and the camps therein. These are companies which are indigenous to the camp and surrounding communities, and which are up-to-date on the availability of services and supplies in the area. If schools or camp operators are interested in exploring the possibilities of winterizing facilities, they might find it of value to consult with these firms.

COMMUNITY BASED FACILITIES FOR A K-12 PROGRAM

Outdoor education is served not only by a residence experience, but by a variety of other opportunities for learning. School-centered activities, field trips, overnight experiences and others all fall into the purview of outdoor education.

In the same regard, outdoor education must not be interpreted as an educational happening which takes place once during the child's school career, for one week in the fifth or sixth grade. Rather, it must be developed as a continuing subject area, with sequential and graded material available from the earliest grades right on through the senior high school. For this reason, it is essential that schools develop nearby facilities which can contribute to this education. Local parks and wooded areas can be used for daytime exploration. Community resources, such as parks, zoos, seashores and sanctuaries, must be exploited

for their educational value. Outdoor education sites on school grounds should be developed for day and overnight experiences. Permanent displays and exhibitions should be accessible to teachers and pupils. In short, the resident site with which this chapter deals is only one type of facility to be considered for outdoor education. Educators must not lose sight of the excellent possibilities for program and facilities that exist right in their own school community.

PURCHASE OF OUTDOOR EDUCATION WILDERNESS SITE BY LOCAL DISTRICTS

Local districts should give serious thought to the immediate purchase of a wilderness campsite within approximately two hours of New York City.

This site could be purchased for immediate or future development to serve the schools and community in various ways. It could be developed for school camping, family camping, and resident summer camping. A multitude of activities could be offered under optimum conditions, such as swimming and all its associated activities, campcraft, fishing, nature and science study, boating, skiing, work programs for youth, family living units, senior citizens' encampment center, remedial center and group living experiential area. This facility could prove to be a valuable tool in the extension of the concept of total community involvement, and would further contribute to the concretizing of pride in the community. Under control of the local school board, this facility could provide worthwhile skills for the citizens of the community and would also provide job opportunities for many area residents.

Suitable sites are now available at still reasonable prices. The recreation explosion and the rapid population shifts outward from the city are resulting in the rapid disappearance of desirable rural and wilderness acreage, so that immediate action on this community project is recommended. (1)

NEW YORK STATE FACILITIES

The Division of Parks of the New York State Conservation Department maintains and operates several park complexes in and around the New York City Metropolitan area which are particularly well suited to school programs. These facilities are rich in natural resources for the study of marine biology, flora, wildlife, ecology, etc. The ones located on Long Island are particularly suited to studies about marine life, seashores, etc. These facilities are well maintained, and highly trained professional staffs are in residence to assist with programming.

Two of the best parks on Long Island are Sunken Meadows State Park and Heckscher State Park. The Long Island State Park Commission at 516 Mo. 9-1000 can provide full information about use of these parks. The Bear Mtn. State Park, which encompasses most of the Palisades region in nearby New York State, is another facility of particular value for outdoor education. Information about its use can be obtained by phoning the Ass't. Superintendent, Mr. Jack Orth at 914 St. 6-2701.

The New York City office of the State Park Commission is located at 380 Madison Avenue — phone 986-7330. The Palisades Interstate Park Commission has an office at the same address. Its phone number is 586-2440.

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(1) Excerpted from a report by the author for the Ruppert Renewal Committee of New York.

CHAPTER 4

Curriculum and Selected Readings

THE ONE LIMITLESS ASPECT of outdoor education is curriculum, for literally anything in the world can be taught as subject material in the field of outdoor education. The subject matter is as broad and varied as knowledge itself and is limited only as the imagination of teachers and students is limited. The dimension of the beauty of a natural environment, added to the natural quest for learning, provides an almost incomparable milieu for education.

There are those who argue that things should not be taught outdoors if they can be reasonably taught indoors. There are those who want outdoor education to be education for the outdoors, while others opt for education in the outdoors. In truth, all subjects and all disciplines of education can be effectively taught in the outdoor setting, whether the setting be in the wilderness itself or in an enclosure situated in a wilderness. The strong vested interests of the conservationists, the ecologists, the recreators, the naturalists, the academic community, et al, have subtly and effectively been merged into the camp of the outdoor educators, because the substantive bodies of knowledge embraced by the several interest groups fall naturally into place in outdoor education.

In identifying curriculum areas for outdoor education, educators recognize that the end commodity of outdoor education cannot be measured solely in terms of skills or knowledge, because attitudes and concepts and emotions are perhaps even more important, and probably more lasting. Who can measure immediately the educational impact on a ghetto youth who is exposed to his first campfire, or to his first breath of fresh air? Who can comprehend the serenity which a child experiences when he sleeps in a quiet setting away from sirens and automobile horns? Its measurement may never be possible. The vocational and avocational aspirations which may be aroused simply by exposing youngsters to the outdoor environment are not measurable except perhaps twenty years in the future.

Education in the outdoor setting can provide instructional materials unavailable elsewhere and can also provide the spatial freedom so necessary for movement and interraction in any human group.

For this reason, no attempt will be made here to suggest an outdoor education curriculum for New York City schools. In every sense, the spectrum broadens from Art to Zoology. The curriculum should reflect the needs and interests of each class group.

However, it might be helpful to school administrators to know of some of the curriculum items which have been included in other programs throughout the country. These are listed in alphabetical order, with no attempt to ascribe importance to one area or another. The list is merely a sampling of the unending possibilities for education in the outdoors.

animal life
aquatic life
aquatics
archeology
archery
art
astronomy
athletics

biology
birds
boating

campfire cooking
camping
canoeing
carpentry
carving
compass work
conservation
coopering
creative writing

dancing
democratic living
dramatics

ecology
environmental education
erosion

farming
field math
fire fighting
first aid
fishing
flora
forestry
fossils

geology
group living

health
heritage
hiking
history
horseback riding
hunting

insect life

laboratory techniques
language arts
leadership training
leaf printing
literature

map work
maple sugaring
mathematics
microscope work
minerals
mountaineering

nature
natural history
nutrition

physical fitness
pollution
pond life

rail splitting
recreation
riflery

safety
sea life
shrubs
singing
skiing
social studies
soil
surveying
survival training
swimming

tracking
trees

water
weather
writing skills

zoology

Bibliography and Selected Readings in Outdoor Education

The list which follows is included in this section so that those interested in developing new programs will have a handy source of reference for planning. The bibliography includes writings on the interpretation of outdoor education, programming, planning and organization, staffing, financing, etc.

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American Association for Health, Physical Education, and Recreation, *Outdoor Education for American Youth.* Washington, D. C.: AAHPER, 1957.

American Association of School Administrators, *Conservation — in the People's Hands.* Washington, D. C.: AASA Commission on Conservation, 1964.

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PACE Outdoor Education Projects, Washington, D. C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1967.

Richards, Catherine, *Good Camping for Children and Youth of Low Income Families.* Washington, D. C.: Children's Bureau, U.S. Department of Health, Education, and Welfare 1968.

Schramm, Wilbur, *Classroom Out of Doors.* Kalamazoo, Michigan: Sequoia Press, 1969.

Science Teacher, The. April 1967, (Vol. 33, No. 4) Issue deals entirely with conservation and education.

Shomon, Joseph J., *Outdoor Conservation Education.* New York: National Audubon Society, Information Education Bulletin No. 3, 1964.

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NEWSLETTERS

Outdoor Education
Outdoor Education Project of AAHPER
Michigan State University
East Lansing, Michigan 48823

The Outdoor Teacher
Southern Illinois University
Carbondale, Illinois 62901

Journal of Outdoor Education
Northern Illinois University
Box 299
Oregon, Illinois 61061

The Outdoor Educator
San Francisco State College
San Francisco, Cal. 94132

Outdoor Education Newsletter
The State Education Department
Albany, New York 12224

CHAPTER 5

Funding Programs of Outdoor Education

ENTHUSIASM ON THE PART of educators who have a chance to initiate educational programs is usually tempered by the age-old question, "Who's going to pay for it?" In New York City, this is particularly true. The number and magnitude of the educational problems in New York create an inevitable contentious scramble for the educational dollar, and it is therefore extremely difficult to receive a high priority for a new program. In addition, recent cutbacks in state aid to New York City education have intensified the dire financial plight of the city's educational program. After initial conversations, several district superintendents evinced much interest in the possibilities of outdoor education for New York City's school children, but invariably they raised the question of where the money would come from, a question which makes the institution of such a program just about impossible.

In spite of the recent state cutback, massive infusions of federal and state funds into local educational systems still offer possibilities for outdoor education which have not previously existed. New York City schools can now reasonably expect some funding from sources other than the usual budgetary allocations from the Board of Education. Money earmarked for programs of this nature is available through several programs of the Bureau for Outdoor Recreation. School administrators should avail themselves of a booklet entitled "Federal Assistance in Outdoor Recreation", a publication of the United States Government Printing Office. The Land and Water Conservation Fund Grant-in-Aid Program should similarly be investigated as a source of funds for outdoor education, particularly with regard to the planning, acquisition and development of facilities. New York State's Liason Officer for this program is R. Stewart Kilborne, Commissioner of the Department of Conservation in Albany. Federal money dispensed through this fund is apportioned through his office, and New York City educators with proposals in this field should get in touch with Commissioner Kilborne to discuss the possibilities of receiving financial aid from this program. Fifty per cent of New York's apportionment under the LWCF goes to county and municipal agencies; the other half of this local share is earmarked for New York City. In New York State, programs of outdoor education have been funded from the New York State Urban Education Fund, from Title I of the ESEA, from Title III, from Land and Water Conservation Fund grants, from private foundations and from other interested professional and quasi-professional groups.

At central headquarters of the New York City Board of Education, 110 Livingston Street, Brooklyn, are three offices devoted almost entirely to helping districts develop proposals and secure funds for worthwhile educational programs. Outdoor education certainly falls within the scope of their operations. Local districts can be assured of expert advice on desirable approaches for initiating requests for such monies for outdoor education by contacting these offices. They are

1. Office of State Urban Education Programs:
   New York City Board of Education
   Dr. Jacob Zack, Director
   Phone 212-596-3868
2. Office of State and Federally Assisted Programs (TitleI)
   New York City Board of Education
   Mr. Gene M. Satin, Director
   Phone 212-596-6695
3. Projects to Advance Creativity in Education (Title III)
   New York City Board of Education
   Mrs. Shelly Umans, Director
   Phone 212-858-0820

Although there has been no specific commitment to outdoor education on the part of any of these agencies, conversations with the directors or other officers of these agencies certainly left no doubt about the appropriateness and desirability of submitting proposals for consideration. The interest of the Bureau for Science, as well as of the Bureau for Health and Physical Education, adds support to such possibilities. Moreover, the interest in outdoor education shown by Dr. Seelig Lester, Deputy Superintendent in Charge of Curriculum and Instruction, as manifested by his convening a conference to discuss the possibilities of a program of outdoor education for New York City pupils, and by his endorsement of this feasibility study, lends additional high level support to the cause of outdoor education.

It should be noted here that hundreds upon hundreds of programs of this type are currently being funded through Title I and Title III. State

Urban Education Funds and Title I funds are less restricted as to their use, and any proposal for a New York City program would fit both the spirit and the letter of these laws. Too, the innovative restrictions of Title III grants should not be a deterrent because there is a broad spectrum of programs which rightfully belong in the category of outdoor education. One need only take note of the more than fifty programs around the New York metropolitan area which are presently financed by Title III. The very size of the school population of New York City and the continuing de facto segregation of its schools cry out for such innovative possibilities still open to the local districts as the development of special programs for city children and the training of city teachers for outdoor education. A district-wide program of resident outdoor education by just one of New York City's districts would almost certainly be the largest program ever undertaken in the country. What an opportunity to introduce a meaningful educational program for other urban and inner-city systems!

The Committee on Outdoor Education for Inner City Schools of the American Association for Health, Physical Education and Recreation reported on forty-one programs of outdoor education for inner city districts which were funded by Title I. Such cities as San Diego, San Francisco, Chicago, Fort Wayne, Baltimore and Hartford have programs underway.

It therefore becomes evident that the possibilities for New York City are not as restricted as might have previously appeared. School administrators can no longer reject proposals for outdoor education out of hand, and can no longer so easily resort to the comfortable and convenient objection, "It's a great idea, but we have no money." A philosophical commitment to outdoor education is no longer sufficient salve for one's educational conscience. Outdoor education is no longer on trial. Its values to education have been adequately demonstrated. Its inclusion in the education of New York City school children falls directly into the hands of the educational administrators, who now must justify reasons for its exclusions.

THE COST OF THE RESIDENT EXPERIENCE

In order to better comprehend the massive size and scope of a program of outdoor education for New York City, the reader is reminded that a 1967 tabulation showed that there were 2954 fifth grade classes in New York City Public schools in that year. (see Appendix B) It is reasonable to assume that the number is substantially the same now. Decentralization, however, has distributed these classes among thirty districts, plus three experimental districts, so that even though nearly 3000 classes is a figure that staggers the imagination, their organization into thirty-three separate and distinct districts provides a vehicle which is administratively viable. Since each district is now in a position to allocate money for, and to give priority to, its educational programs, these districts can enter into outdoor education irrespective of what other city districts do.

The per pupil cost for a one week resident experience ranges from $20 to $40, depending on several variables. Some arrangements include a complete package of camp rental, food, linen, lodging, transportation and even staff; other school districts, however, economize by providing many of the services from their own institutions.

Based upon present day rates in the New York metropolitan area, school districts contemplating programs of this sort can reasonably assume an average cost of $35 per child per week. This should include food and full food service, linen, lodging, use of all facilities, resident maintenance staff, program consultation and use of equipment. It does not include the cost of transportation nor additional payments to the teaching staff. Districts which purchase and prepare their own food, and which provide all staff are able to effect considerable savings.

It must be very strongly emphasized here that several institutions in New York City, both organizational and private, including practically every camping member of the New York City Community Council, are committed to an involvement in school and environmental camping for our city youth and would make their facilities available to school districts at minimal cost. They are interested in fuller utilization of their sites, and reasonable fees which cover the cost of operation can be expected. For example, in order to participate in the pilot project of this study, the Fresh Air Fund made only a nominal charge and provided many other services and extras free of charge. *It is the strong conviction of the author that several of the important camping organizations in New York City would be interested in cooperative ventures of this type and would react favorably and reasonably to any such proposals for school outdoor education.*

In order to translate these projected costs into workable budgetary estimates for the districts, a cost analysis for three of the thirty-three districts was prepared. Using the figures provided by the Bureau of Educational Program Research and Statistics of the New York City Board of Education (see Appendix B), three districts were selected which would provide comparative costs for a small, medium and large number of fifth grade classes. For statistical ease, average class size was assumed to be 29. Based upon the recommendations of several experts in outdoor education who recommend approximately 100 children at a time at any one facility, it was arbitrarily decided for purposes of this cost analysis, that three classes would attend one camp site each week. The analysis follows:

District	# of classes	Pupil Cost*	Add'l Cost**	Total Cost
3	60	$123,830	$ 9,000	$ 69,900
14	90	$ 60,900	$13,500	$104,850
7	122	$ 91,350	$18,830	$142,130

*** Pupil cost based upon $35 per week per pupil which includes all food, lodging, linen, supplies, maintenance and resident staff.**

**** Additional cost of $150 per class per week for additional teacher remuneration and for transportation.**

District #3 would require one camp accommodating three classes for 16 weeks, and by sending four classes for four of the weeks, the entire fifth grade could be accommodated at one camp facility in four months. (May, June, September, October)

District #14 could accommodate all its fifth grade classes in fifteen weeks by using two campsites. Similarly, by using three campsites, all 122 classes from District #7 could be exposed to a one-week resident experience in fourteen weeks.

The analysis shows that three districts containing 272 classes, a total of 7888 children, could provide a full week of resident outdoor education for a total cost of $316,880. Leaving aside the values of environmental education and other educational by-products of this experience, is this too high a price to pay to give to city boys and girls the opportunity to see trees, birds, and other animals in their natural environment? Is it too high a price to pay to give these boys and girls new goals to strive for?

CHAPTER 6

The Pilot Project (A "How To" Report)

IN AN EFFORT TO DEMONSTRATE the effectiveness and feasibility of a program of outdoor education for New York City schools, a one week resident program was conducted. A sequential description of this pilot project, from inception to completion, follows so that it may serve as a guide for initiating similar programs in other New York City schools districts.

THE SELECTION OF THE DISTRICT

District #7, located in the South Bronx, was selected for the pilot project. Factors which contributed to the selection of this district are as follows:

1. The district has a school population almost completely Negro and Puerto Rican, a population which reflects city-wide school trends.
2. The community categorically fits the "disadvantaged" stereotype — high population density, low socio-economic status, tenement housing, high crime rate, etc. The South Bronx is one of the most severly depressed areas of New York City.
3. The children of the community normally do not have opportunities for exposure to camping, rural living or other "away from the city" activities.
4. The superintendent of the district, Dr. Bernard Friedman, is a naturalist and conservationist and totally committed to the values of outdoor education for children.
5. The local school board, an effective and integrated body, had encouraged other innovative educational programs and supported the pilot program.

THE SELECTION OF THE SCHOOL OUTDOOR EDUCATION COORDINATOR

Dr. Friedman, the district superintendent, appointed Mr. Victor Spero, coordinator of health and science for the district, as the District Coordinator for the Outdoor Education Project. Mr. Spero, who had previously experience in outdoor education, immediately assumed the leadership role in preparing for the project. His knowledge of environmental science and of the curriculum for elementary schools contributed greatly to his success in this role. His enthusiasm for the program as well as his qualities of personality and professional skill made his selection an outstanding one.

THE SELECTION OF THE CLASSES

Traditionally, elementary school resident experiences are conducted in either the fifth or sixth grades. It was decided to invite fifth grade classes so that continuing evaluative processes could be conducted during their sixth grade when they would still be in the same school. Since the success of any program of this type depends upon interested and dedicated teachers, Mr. Spero circularized every elementary school in the district to invite interested teacher volunteers to respond. A requisite was that each teacher would accompany his class for the week away at the campsite. Eighteen interested teachers responded and were interviewed by the coordinator. Such matters as teacher interest, class achievement and behavior, parental cooperation, educational status, etc., were considered. After discussion and further interviews and upon the recommendation of the principals, two classes were selected. One, a gifted class from Public School 161, was taught by Miss Barbara O'Banyoun. In addition to her obvious success as a classroom teacher, Miss O'Banyoun had skills in music, dance and physical education which would be valuable in the program. The second class, an average fifth grade class from Public School 37, was taught by Miss Christine Kepple. Miss Kepple similarly had additional skills and interests of value to a program of outdoor education, namely, a reasonable knowledge of and interest in nature and wildlife, and experience in square dancing. It was obvious from two visits to the classes that both teachers had developed warm and sensitive rapport with their classes. They were both extremely enthusiastic about the opportunities thus offered to their children and were able to transmit this excitement to the children.

THE SELECTION OF THE OUTDOOR EDUCATION SITE

As stated previously, several sites were available for this project, and several sites were visited before selecting the Hidden Valley Camp of the Fresh Air Fund in Fishkill, New York. This magnificent facility is located amidst 3000 acres of the Sharpe Reservation, with abundant lakes, streams, mountain trails and wildlife. It is owned and operated by the Fresh Air Fund Inc., an organization steeped in experience and tradition in providing summer camping experience for New York's underprivileged youth. The sleeping, dining, and meeting accommodations and other man-made facilities match the beauty and function of the natural environment. The beauty of the natural setting is not disturbed by the buildings; rather, the architecture complements the natural site. Hidden Valley is one of six camps spread throughout the 3000 acreas, and all of the acreage and facilities were available for use.

Another reason for the selection of the site was the interest shown by the Fresh Air Fund in the whole area of school camping and outdoor education. Dr. Frederick Lewis, the Executive Director of the Fund, is commited to extending outdoor education experiences to New York's youth. Mr. Laurence Mickolic, the Fund's associate director and director of the programs at the Sharpe Reservation, was able to provide valuable help in organizing and planning for the one week experience. The vast store of knowledge accumulated by the Fund in their many years of dealing with children was opened to District 7 for this project. The cooperation and expertise of resident personnel is a decided advantage in planning outdoor education programs.

The proximity of the site to New York City was another factor. Since Hidden Valley is approximately 65 miles from New York City, and only a two hour drive from the participating schools, it is readily accessable. On-site training for the teachers was therefore possible. The natural geography and topography of the area, as well as the surrounding resources, for an exciting program were considered. The camp is close to the Hudson River. Revolutionary restorations, Bear Mountain, West Point and other points of historical interest, all providing appropriate teaching opportunities if needed, were available if needed.

The local superintendent and a member of the local school board were consulted before making the site choice. They gave their approval only after visiting the site and inspecting its facilities.

PLANNING CONFERENCES

In order to familiarize those personnel embarking on this pilot project with the current state of outdoor education in the country, two planning conferences were held. Some of the most expert educators in the field met for two

days to discuss the program and to suggest general approaches. Such topics as curriculum, organization, staff, evaluation and pre-site training were discussed. These conferences afforded a rather firm base for initiating the program. Interpretive and practical discussion at these conferences provided a body of knowledge upon which the district was able to build. Appendix C and D lists the participant and agenda for each of these conferences.

PRE-SITE ORIENTATION FOR PUPILS AND PARENTS

The coordinator met with the teachers and classes and explained the nature, scope and purpose of the resident experience. Consent slips were then distributed for parental signature. At the same time, a letter to the parents explaining the program was distributed, and the parents were invited to school to hear more about the program and to have the chance to ask questions. In one class, eleven parents attended the meeting; in the other, twenty-three. They were shown slides of Hidden Valley, and, as might be expected, they asked questions about food, safety, homesickness and supervision. Enthusiasm for the program was so high among the parents that 93% of the children in both classes were given permission to participate. Arrangements were made for bus transportation so that those parents who wanted to could visit the site while the program was in operation. An important contribution was made by the bilingual teacher of the school, who interpreted for and conversed with the Spanish speaking parents. She was able to remove many of their fears because she herself was impressed with the values of outdoor education.

Routine elements involved with the week away from the Bronx were discussed at these meetings, such as clothing and equipment requirements, letter writing, phone calls, emergencies etc. Material concerning this is found in Appendix E.

THE DEVELOPMENT OF THE CURRICULUM

The district coordinator was the central figure in developing the curriculum for the week. He held fruitful discussions with the classroom teachers, with curriculum specialists from the districts and with other planners. He also consulated the personnel of the Fresh Air Fund and the teacher-specialists who would serve for the week. These discussions and consulations, together with his knowledge of the literature of outdoor education and of the fifth grade curriculum enabled Mr. Spero to develop a series of worthwhile lessons and to establish time schedules to accommodate the curriculum items.

An overriding consideration in planning the program was that the children work in relatively small learning groups of ten or twelve pupils to one teacher. Certain evening programs and field trips which lent themselves to large groups were conducted on a full class or larger group basis, but the daytime educational program was oriented for small group participation. Another important consideration in planning for the educational program was the recognition that the outdoors be utilized as fully as possible and that the rigidity and structure of the traditional classroom be replaced wherever possible by informal, interest-centered learning, based upon the inquisitive minds of the participants and utilizing the new environment as a stimulant. It was not merely to be the classroom of the South Bronx transplanted in Fishkill, but rather it was to be a completely new and different educational facility.

The environmental teaching was centered around three concepts which served as a central theme for the week. The children related their learning in the outdoors to an understanding of the diversity of nature, the interdependence and interraction found in nature, and the understanding of how changes and adaption are always necessary in living in any environment.

Six specific subjects or courses were covered during the week, each taught by one of the teachers or teacher specialists with a substantial background in the area. The entire group was divided into six study groups, and each group received a one hour period in each of the subjects: Art, Compass and Field Math, Tracking and Animal Life, Geology, Bird Life and Identification and Water Ecology and Pond Life.

The teachers spent a full day at the Hidden Valley site prior to the school week. At this time they were briefed about the environment, ecology and terrain. They had a chance to become familiar with the physical layout of the site and to become acquainted with one another. All of the participating teachers became familiar with the total program and the educational objectives of the program so that each was aware of the other's role in the overall undertaking.

The schedule and other programing information is included in Appendix F. By referring to the schedule, the reader will understand the administration of the program, time allotments, program emphasis, etc.

PERSONNEL

Involved in the pilot project were the following personnel, all full time employees of District 7

except for the three teacher-specialists who were employed because of their particular skills in outdoor education. They also provided sufficient adult leadership to "sleep in" with the children. The sleeping facilities at Hidden Valley accommodate ten or twelve children each, so it was necessary to have six adults on staff to cover these bunks. The two classroom teachers did not sleep in the buildings with the children, since they spent much of their evening time in conferences and planning. In addition, it was felt that in this way the children would be exposed to additional adult specialists.

1. Mr. Victor Spero, Coordinator of Health and Science for District #7, and the coordinator for the outdoor education project.
2. Miss Barbara O'Banyoun, teacher of Class 5G, P.S. 161.
3. Miss Christine Kepple, teacher of Class 5-1, P.S. 37.
4. Miss JoAnn Pisacane, music specialist, P.S. 37.
5. Mr. Arnold Wendroff, teacher-specialist, former Peace Corpsman with extensive experience in mountaineering and geology.
6. Miss Ethel Axelsen, teacher-specialist, with wide and varied experience in outdoor education, who taught the Compass and Field Math course.
7. Mr. Roger Ormiston, teacher-specialist, a graduate student in Outdoor Education at NYU, with much experience in bird identification and other aspects of nature study.
8. Mrs. Anna Rivera, chief school aide at P.S. 161.
9. Mrs. Grace Marcial, chief school aide at P.S. 37.

All of those listed above slept in buildings with the children except for the coordinator and the two classroom teachers. The two para-professionals, Mrs. Rivera and Mrs. Marcial, had primary responsibility for the health and cleanliness of the children, as well as for the management and supervision of the dining room and food service.

The resident staff of the Fresh Air Fund were also in attendance for the week: Mr. Laurence Mickolic, associate director: Mr. William Seitz, resident superintendent: Mr. Bernard Ruf, ass't. superintendent, who helped in the field work with the children; and Miss Cathy Warfield, registered nurse. Medical consultant arrangements were made in conjunction with the Fishkill Medical Group, and one of their physicians was always on call. The Fresh Air Fund also supplied cooks and kitchen personnel from their staff.

Four educators, all recognized authorities in their particular fields, were each responsible for one evening program. They participated in the program only on the evening of their presentation. They were Mr. Alfred Douglas, specialist in Indian lore and culture, Dr. Heinz Meng, ornithologist, Mr. Roland Bahret, herpetologist, and Mr. Steven Shelton, amateur astronomer. Mr. Shelton spent one day in the school classroom with the children before his visit to the camp site.

Budget conscious administrators should not be alarmed at the additional personnel required for this experimental program. Since this was a "one shot" experience, it was necessary to supply additional staff from sources other than the regular school channels. However, if a district should enter into a program of outdoor education, they would be able to develop a core of teachers and para-professional to serve the entire district. The coordinator, for example, could serve forty classes in the same way that he served two. Some school districts have trained high school seniors from their own schools who serve very effectively as counselors, and who supervise the sleeping, meals, etc.

It should be noted too that, except for the two classroom teachers, all other personnel could effectively service many times the number of children who took part in the pilot project. The costs for food personnel and maintenance remain substantially constant even though the number of children increases. So, in reality, the personnel costs associated with these 54 children would be very little higher for twice as many children or more. As previously mentioned, if a district were to enter fully into this program, trained specialists on a full-time basis could have the responsibility of teaching all of the classes.

THE WEEK AWAY

The pilot project took place during the week of May 19, 1969. The children left from their respective schools at 9:00 a.m. Monday morning and were returned to their schools at 3:00 p.m.

that Friday. The bus ride to and from camp was utilized as a learning laboratory, with the children consulting maps and making note of rivers, mountains altitude changes and other such items. Map lessons had been previousely planned at the home schools.

Upon arrival at camp, bunk assignments were made, and the boys and girls went off to unpack and to make their beds. A short orientation period followed, at which time personnel were introduced, safety regulations discussed, and dining procedures established. The children served each other for every meal and assisted in setting the tables and cleaning the dining room. After lunch, in spite of rainy weather, an impact tour was conducted, at which time the children were introduced to their surroundings —the lakes, the ponds, the mountains, the trails, the buildings. Following this, the program proceeded as described in Appendix F.

OBSERVATIONS AND HIGHLIGHTS OF THE WEEK

The author spent the full week in observation of and in consulation with the children. In addition to the education which was underway constantly and the resulting enthusiasm for new experiences in the outdoors, the children had certain reactions which tended to underscore the effectiveness of education in this environment. Without ascribing particular importance to any one event, the author, coordinator and teachers were impressed with the following.

1. *The exemplary behavior of the children.* There was no evidence of anti-social behavior. The children served each other in the dining room with grace and cooperative interrelationships. Several tables had no adult leaders, yet there were no unpleasant or untoward incidents. During a hike in the woods, when the children were "lost" for an hour, the teachers were astonished at the concern that the children showed for one another.

2. *The relationship of the children to the teachers.* They related easily and freely. It was obvious that many strong attachments had grown during the week. The children seemed to crave the chance to talk to the teachers and teacher specialists and relished this kind of relationship. The "father image" role of the adult male staff was rather obvious.

3. *The interrelationships among children.* Interestingly, children always seemed to be with other children. There did not appear to be any isolates at camp. There are few "wall flowers" in the outdoors.

4. *The varied opportunites for learning.* They were visibly impressed with very much of what they saw and did. They asked questions, and good questions. They saw a dairy farm of over 1500 cows and asked provocative questions about the dairying industry as well as about the role of the two bulls in the whole operation. The degree of enthusiasm with which they entered into their classes of tracking, compass and bird watching was surprising. The seemed to grasp the idea of "being in school" without reverting to the traditional subject matter. They were probably less inhibited and less structured in their learning processes than were the teachers. The children certainly were more comfortable in this outdoor school than were the teachers. The teachers had a tendency to look for walls in which to enclose the classroom; the children accepted the outdoor facility quite easily.

5. *The effectiveness of special events, particularly evening programs.* Four outstanding evening programs were conducted by four well qualified experts. The children were both entertained and motivated educationally. Looking at the moon through telescopes on the night that Apollo 10 was orbiting the moon was an unforgettable experience for them. Seeing another man-made satellite pass directly under the moon at the same time was equally exciting. From the questions asked of the astronomers, there can be little doubt that this event may well stimulate many children to further study of the heavens and related science.

6. *The reaction of the parents to the whole experience.* A busload of 40 parents visited during the week. They were served lunch by their children and had an opportunity to see the program in operation. They were overjoyed at the exposure their children had to the magnificent natural setting and pleased beyond words at what they saw of the socialization and learning experiences. Fourteen parents asked for information about how their children might be able to come to Hidden Valley during the summer, and others asked about bringing family and church

groups. The surroundings were in such contrast to the dreariness and ugliness of the South Bronx that the impact upon the parents was profound. The relationship of the beauty and function of the educational facility to the acquisition of education was never more vividly demonstrated; this relationship has strong implications for urban education. Disadvantaged children, and their parents, can gain immeasurably if the learning facilities are something more than merely functional facilities, and this approach to learning in the ghettoes must receive serious attention from city planners and educators. The role of the Educational Facilities Laboratories and other interested agencies cannot be underestimated in this connection, for the need exists to bridge the aesthetics gap in education, particularly since the ghetto surroundings are so lacking in qualities of beauty. In essence, schools must be beautiful, and the facility planners must produce this beauty.

7. *The adaptability of children to their environment.* They evinced neither awe, nor fear, nor bewilderment. They were comfortable in the outdoor setting; the adjustment was easy, particularly since it was accompanied by the security of class and teacher.

8. *The health aspects of the week's experience.* In addition to the direct or structured educational outcomes, the experience of ghetto children eating balanced meals in pleasant surroundings with interested teachers in a non-polluted milieu was a concomitant worthy of mention. It was a "clean living" week, which has particular merit in the education of disadvantaged children. In the letters which the children wrote after returning

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to their homes, practically every child commented sensitively about the good food and the beauty of the camp.

9. *The interesting recreational choices.* In spite of a huge ballfield at the site, the children elected non-city recreational activities when they had the chance. They flocked to fishing, to tree climbing and to kite flying. The recreational opportunities in camping, hiking, mountain climbing and bird watching were not lost on the children.

10. *The children's recognition of the beauty of nature.* It was perhaps best summed up by one of the children as he stepped off the bus at the site, "This is a beautiful place to visit. I'd like to live here."

EVALUATION AND FOLLOW-UP

No formal evaluative procedures were undertaken to determine the educational success of the project. It was rather easy to observe the sociological and emotional signs of success: the tears at going home time, the pulpil's realization that their teachers are humans, the weight gain and the smiling faces, the promises to write, the vows to return, the excited stories and recollections of the week, the fish, frogs, plants and other specimens packaged for the trip home, etc.

The educational benefits are more difficult to assess. Follow-up lessons were conducted in both classes. (see Appendix G) Open ended questionnaires were utilized. Conferences with the teachers were held to try to determine to what extent there was carry-over learning. Teachers were briefed on how to be alert to any educational progress triggered by the outdoor education experience. Schoolwide assemblies and art projects grew out of the experiment. The pupils were encouraged to write to the project director to air their opinions and views. They were encouraged to write to him rather than to their own teachers with the hope that they would be more candid and less subjective.

From all reports of teachers, pupils and parents, the week was very successful. Following are the reactions of the district superintendent, and of the classroom teachers. Included too, are selected excerpts from the pupils' letters which might serve to describe their feelings about the outdoor education experience.

BOARD OF EDUCATION
City of New York
Office of School District 7
501 COURTLANDT AVE.
Bronx, New York, 10451

BERNARD FRIEDMAN
District Superintendent

Telephone: CYpress 2-8120

June 17, 1969

Mr. Eugene M. Ezersky, Ed.D.,
Director, Outdoor Education Project
Educational Facilities Laboratories Inc.
477 Madison Avenue
New York, N.Y. 10022

Dear Gene:

The week at Hidden Valley which EFL provided for two classes in District 7 is still being talked about.

The outdoors is not our natural habitat. We live crowded, noisily, encapsulated. From time to time, we have an hour or two at a beach or a park. But you gave us a week not only of the outdoors with forests, sky, lakes, bird song, but also of educational objectives revealing the ecological interdependence of child and nature. What growth also took place in social living was evident to all of the adults there.

I think you have marked a significant educational trail. Thousands of poor children have rarely had outdoor education which is meaningful, stimulating, and memorable.

You have made Henry Adams' words alive, "A teacher life affects eternity; he never knows where his influence will end."

Sincerely,

Bernard Friedman

Bernard Friedman
District Superintendent

F:b

BOARD OF EDUCATION
THE CITY OF NEW YORK
BUREAU FOR HEALTH AND PHYSICAL EDUCATION
300 WEST 43RD STREET
NEW YORK, N. Y. 10036

Director
IRWIN TOBIN, 265-8399

June 6, 1969

Dr. Eugene M. Ezersky
Educational Facilities Laboratories
477 Madison Avenue
New York, N.Y. 10022

Dear Gene:

My visit to the Hidden Valley Camp was time well spent. I observed a carefully planned program being well administered and excellently implemented. My convictions in the values of the Outdoor Education Project were re-enforced by my observations of the children from district 7.

I sincerely hope, that as a result of your project, the forthcoming study and the experiences of the children, teachers and administrators of district 7, other community superintendents will pick up the ball and start similar projects in their districts.

Many thanks for your contribution to this new step in the education of New York City children.

Sincerely,

IRWIN TOBIN
Director

IT:AN

BOARD OF EDUCATION
OF THE
CITY OF NEW YORK
PUBLIC SCHOOL 161, THE BRONX
PONCE DE LEON SCHOOL
628 TINTON AVENUE
BRONX, N. Y. 10455
TELEPHONE: 993-5161

PRINCIPAL
HARRY GITTLEMAN

ASSISTANT PRINCIPALS
WILLIAM FRIEDBERG
SAMUEL J. COHEN
VIOLA B. CHRISTIAN

June 4, 1969

Dr. Eugene Ezersky, Director
Outdoor Education Project
Educational Facilities Laboratories, Inc.
477 Madison Avenue
New York, New York 10017

Dear Dr. Ezersky,

I wish to thank you for selecting me and class 5-G to participate in the recent outdoor education project. Judging from the children's reactions, letters and post-project discussions, the project was highly successful, and demonstrated the unique opportunities for learning in this particular situation.

Although the weather was far from ideal the first two days, the children showed how easily adhered to the concept of adaptation to their environment could be.

As one of the pilot teachers, I am looking forward to the growth of this program in the district and in the city.

The concepts which we strove to teach the children - Diversity, Adaptation, Change, Interdependence, and Interaction - helped them to expand their horizons beyond the schoolroom, the textbooks. They were able to relate these concepts to the specific subject areas taught during the program; Art, Water Ecology, Tracking the Compass, Geology and Birds.

The special programs and events delighted the children and aroused much interest in herpitology and ornithology. The trip to the dairy farm was exciting for all of us and led to a lively 1 hour discussion after our return to camp. It was here that the concepts of interdependence and adaptation were reinforced. Diversity also entered the discussion when the baby calves were compared to human babies.

The specialists who spoke to the children were able to relate to the children and not speak down to them or talk over their heads. The American Indian, Al Douglass, was the most impresdive spectacular personality I have seen in a long time. The children in my class want him to come to our school and perform in the assembly.

I earnestly hope and pray that this program will shortly be incorporated into the Board of Education's curriculum so that every child in New York City will be able to share in the memorable experiences and pleasures in which Class 5-G and I were privileged to participate.

Once again, on behalf of Class 5-G and me, may I say thank you for one of the happiest, most delightful weeks of my life.

Sincerely,

Barbara L. O'Banyoun

Barbara L. O'Banyoun
Teacher - Class 5-G

EXCERPTS FROM LETTERS OF
CHILDREN IN THE PILOT PROJECT

"I had the happiest days of my life and I learned a lot. The scene is beautiful and you even see it through the window in the dining hall. It was sad when we left." Rafael Candelario

"It was a beautiful place there. I hope it still is. I learned about owls, stones, snakes and a lot else." Juan Falcon

"The most I learned was deer tracking and how birds live. Tell the cookers that they cook very good." Rosa Ortiz

"I caught five fishes but I let them go because I didn't want them to die. I learned how to take care of plants and animals." Bernice Verdugo

"The log book was full with written pages. I learned so many things that the log used up all the pages, and I did learn many new and surprising things." Michael Williams

"I learned a lot of words and I even tried them out." Henry Rivers

"Sometimes the fish ate the worm off my hook. That was a very nice experience."
Esther Yarbrough

"Well, I hope you know that Mister Roger is a fine man. If you see him tell him what I said, will you. Because he taught us about trees and the names of them. That eagle that the Birdman had must been a killer. That's why he didn't let us touch it." Rufus Mason

"Well that was the best thing that ever happen to me, and I wish I could go again."
George Colon

"I liked everything, the grass, the shade, the dormitory and especially the wildlife. I liked every subject, all of them. I didn't see many animals except the raccoon and a garter snake. Can you please send two slips so my brother and I can go." Angel Rivera

"The class I liked the best was tracking, then compass, then bird watching. I didn't like art because drawing is way out of my way. Not only did I gain 7 pounds, but I got a tan."
Carlos Alemar

"I miss all the teachers at camp because they were very nice people and they taught me a lot. I was never so happy in my life to go to such a wonderful place. My brother wished he went there too." Evelyn Feliciano

"Bird watching is beautiful to hear and see, to look at the beautiful birds soaring through the sky and if you really listen you would even make up words for the notes the birds sing."
Amiliar Miranda

"I learned 5 things that I learned out of one class that I never had learned in my usual classroom. The difference was that learning was fun."
Nancy Figueroa

"I have never tasted better apple sauce or baked Virginia ham better than what we ate."
Herman Galindez

"It was exciting to see them teach things we haven't been taught in school." Severa Nieves

"I learned so many things about birds, rocks, water, compass and lots of other things but what made me very sad was when we had to leave."
Hilda Torres

"I can't tell you in this one letter how much learning and fun I had. The food and the lessons were just great to me." Craig Phillips

"I wish we could have stayed or better yet I wish the week never ended for ever more."
Diana Maldonado

"The best part of birds was putting our feet in the lake water and walking through the woods."
Debra Jenkins

"Can I bring my brothers and sisters?"
William Wilkins

"And I love the smell of the country, and not the smell of the city. I learned about how you can make a living in the country." Yolanda Cortes

"And of all the things that I desire is that we can go back for another week again."
Wesley Rivera

"I really learned very much at the camp. I really enjoyed it there and I think it was very educational. My parents are very happy for that and I am too." Ilia Figueroa

"I think that if I were director of this association I would let every child in each of the 3000 classes have a opportunity to go to camp and have some of the experiences we had in our outdoor education studies. I really thought no child in the whole world would ever have the opportunity to do what we did while we were there."
Carmen Berrios

CHAPTER 7

Implications for Facilities

ALTHOUGH THE NATURAL ENVIRONMENT serves as the major educational laboratory in any program of outdoor studies, there are facility possibilities which would greatly embellish the opportunities for learning. The objectives of outdoor education, particularly for urban schools, interlaced as they are with social, emotional, physical as well as educational considerations, can only be fully met when all the elements of effective teaching and cooperative living can be brought together. One of these contributing elements certainly is facilities for the educational process.

The outdoor setting for learning is such a radical departure from the 30 x 30 classroom boxes which abound all over the cities that teachers must be oriented and prepared to teach in this setting. If orientation and preparation can only be accomplished in a minimal fashion, then they must, at least, be given the help which good facilities can provide. Most outdoor educators report that the children seem to accept and adapt to the outdoor setting for learning much more easily than do the teachers, who have been so accustomed to structured programs and facilities. The Hidden Valley pilot project seems to bear this out, where teachers had a tendency to retreat to the security of the indoors in order to cement learning. It was difficult for them to capitalize fully upon the natural classrooms that existed all around them. They were looking for walls in which to enclose the class.

It becomes appar~~a~~ent then, that, in addition to the natural surroundings which must be utilized for outdoor education, the development of specific facilities for outdoor education is essential in order to take full advantage of the inherent skills of traditionally trained teachers and to guarantee the educational exploitation of the multitude of educational opportunities which are found outdoors in the natural setting.

Those who plan for the urban cities, in particular, must be cognizant of the facility implications, because these facilities will be used by many classes, at different times, and for different reasons. Unlike facilities which are planned for suburban or rural school use, which can be constructed solely for purposes of outdoor education, a New York City school district can reasonably expect its facility to serve as an outdoor education center, a community conference site, a summer resident camp for children and adults, a recreational site for year-round use, and as a site for other purposes. For this reason, plans must be developed which will incorporate in them the specific needs of urban communities, whose outdoor education site might be the only wilderness area available to hundreds of thousands of city dwellers. Multi-purpose, convertible facilities for total community use should be the goal. Aside from the need for this total approach, this report will deal specifically with the educational facility. While this report is in no way intended to suggest or develop architectural plans or designs, it will propose certain facility concepts which urban educational planners should consider in planning for an outdoor education center.

SOCIOLOGICAL AND GROUP LIVING NEEDS

Outdoor education for urban children offers a variety of extra benefits in addition to the expected outcomes in knowledge of the environmental sciences. Many educators feel that these "extras" are perhaps the more important.

As stated previously in Chapter VI, the Hidden Valley experience gave vivid proof of the sociological advantages of group living. The opportunities for interraction of children to children and of children to adults were many. The strong need for these children to identify with adults was apparent. The father substitute role of the adult males was very obvious in many cases. The benefits of good meals in pleasant surroundings were clearly seen at every meal. The striking beauty of the natural setting, particularly as contrasted to the bleakness of the home community, was forcibly and indelibly etched in the minds of all the children. Even the least verbal and "toughest" of the boys commented on how "nice" it was at camp. The aspirational possibilities and the unshackling of hopelessness similarly all fit under the umbrella of a valuable group experience.

For these reasons, facilities must be incorporated into outdoor education sites which can contribute to and foster these sociological values.

The following should be seriously considered:

1. Buildings should utilize and complement the natural beauty of the outdoors. Architectural design which blends with and adds to the enjoyment of the site is of prime importance. The buildings must fit the outdoors, not merely be transplanted "city" buildings. Simple, uncluttered lines are desirable, and the use of materials indigenous to the surroundings is strongly recommended. One of the most memorable sights at Hidden Valley was a dining room, the main roof beam of which was supported by the trunk of a huge oak tree and by two enormous glacial boulders, both of which are purposely and vividly visible. In essence, architects should consider over-compensating for the lack of such beauty in the crowded ghettoes.

2. Sleeping cabins should accommodate no more than twelve people, and dining room tables should provide for family style meals for six or eight children. Every effort should be made to avoid any institutionalized style of facilities, or any of the stultifying arrangements which lump children into large, impersonal groups for the sake of administrative expediency. The small group feeling is essential and provides easy access to the adult leader or teacher. Understanding, integration and cooperation have a better chance of success where children are involved in small, intimate, workable groups rather than in the usual large class organization.

3. Cabins and other sleeping quarters should be designed so that the adult leader can live "in", yet apart. A degree of privacy must be provided for the teacher, yet the presence of the teacher should be felt. This arrangement provides the children with the elements of independent living, but still assures them of the security of the presence of the experienced adult. At the same time, the teacher can exert his influence for the benefit of the group experience without having to share the intimacies of daily living.

4. Living accommodations should provide space for socialization other than what is required for sleeping. A reading room or study section is desirable, where children can read, talk to one another, or write. A small reference center in each building, stocked with materials pertinent to outdoor education, would provide the chance for informal study or individual research. In inclement weather, or during quiet morning or evening hours, these areas would be of great value. The children can indulge in the luxury of unstructured talk in a setting which is quite dif-

ferent from that which they use for discussion opportunities at home or in the classroom.

5. Living and dining facilities, as well as all common areas, must be designed to comfortably accommodate handicapped children. Outdoor education sites will be utilized on a class basis as well as on a family basis. Recognizing that there are thousands of handicapped youngsters in any large city who need to enter into the mainstream of daily living wherever possible, architects must provide for this need. Interestingly enough, although there is no literature to substantiate the assumption, the unhurried simplicity and fundamentalism of living in the outdoor setting may have particular value for handicapped youth, provided the ease and facility for routine movement is at least equal to that in the city.

6. Receptacles for the collection of living specimens should be conveniently built into and around the children's living quarters, to accommodate the vast assortment of animal and plantlife that is usually collected by the children. Rather than scatter #10 kitchen cans all over the area, well planned, water-tight receptacles would serve to provide living space for these specimens. Simple carry-home containers should likewise be provided so that the children can easily take their collections home. This will eliminate the delightful practice of children going home with the fish that they caught stuffed into their pockets.

EDUCATIONAL NEEDS

As a preface to the suggestions which follow, the reader is reminded that in facilities for outdoor education, the *building of classrooms should be studiously avoided.* What we do not need are four wall structures which continue to enclose children in the traditional learning box. The temptation to build old classrooms in new surroundings is attractive, but is completely self-defeating for outdoor education. Outdoor education is a "different ballgame" entirely, and facilities must be planned around the uniqueness of the outdoor setting.

The following facilities are recommended:

1. Special laboratory facilities for the study of live specimens must be developed. This center should be equipped with microscopes and other scientific equipment necessary for the study of natural life. Space for acquariams, terraria and for the accommodation of other living specimens must be provided in a setting which will motivate children to further study.

2. The most significant facility need lies in the development of several outdoor laboratory stations at which pupils can study the many areas of outdoor education. These stations should be placed all throughout the site so that the facility is indigenous to the natural surrounding. These stations should be planned to accommodate no more than ten children at one time. Although the list of teaching station possibilities is almost unending, the following have application to almost every outdoor education program:

2.1 a photography blind, planned with subject matter and light source in mind.

2.2 a bird watching station.

2.3 an animal observation station, where the feeding and watering habits of wildlife can be observed.

2.4 an astronomy station, with permanently fixed telescopes, charts, light source, etc.

2.5 a station for art, where sketching and other art forms can take place.

2.6 a water ecology station.

2.7 a soil erosion station.

2.8 a geology station.

2.9 a plant and tree study station.

2.10 a compass station.

Some of these stations can be at ground level, some elevated, and some even sub-surface, such as the one to study underground growth, water seepage, roots, etc.

Depending on the educational focus of each program and upon the existing facilities, additional teaching stations should be considered. These stations should contain all of the necessary supportive equipment for learning, and this material should be designed for ease of storage and accessibility. The station should always be ready for use, so that no teachable moments are lost. In addition to the stations listed above, planners might want to consider learning areas for zoology, herpetology, taxidermy, charcoaling, maple sugaring, logging, fish hatchery studies, outdoor cooking, soil banks, bee hives and others.

3. Portable field kits must be developed as an instant facility for study. Once completed, they can be carried to any comfortable and appropriate spot throughout the camp and serve as an excellent visual aid. Displays on insects, tree leaves, birds and practically every other subject can be permanently prepared in these portable kits and can be an excellent supplement for learning.

4. An outdoor meeting site should be developed to accommodate meetings of large groups when necessary. An amphitheatre structure, a campfire site or an indoor-outdoor stage where evening programs or guest speakers can appear is essential. Effective use of lake or river banks, mountain backdrops and other such spectacular scenic attractions is encouraged for this purpose. Planners must consider comfort, acoustics, lighting and insect control in developing this facility. The most exciting outdoor program can be driven indoors if insects and other night-time bugs are present in large numbers.

5. An outpost camp-site should be developed in every outdoor education center. This serves as a wilderness camping area, in which students sleep out, cook out, and generally live away from the central facility. It is a field trip of independence and security, where children are forced to rely upon each other and to apply the skills which they have been taught. In many cases the outpost camp experience is used as a final test of what has been learned in outdoor education. Many outdoor educators feel that at least one night of the resident experience should be spent in the outpost camp.

6. Provisions should be made for private, individual consultation sites where children can have conferences with their teachers or other staff members. The usual guidance suite approach should be avoided, but rather, unlabeled conference sites should be established in different places around the camp. These can be either indoors or outdoors, either formal or informal. Some of these sites should be equipped with testing and recording apparatus and with other educational tools which might help children to solve their problems.

7. Nature trails should be developed as an educational facility. Without disturbing the natural aspects of the woods, effective outdoor education requires the establishment and maintenance of trails which are well marked and which clearly present opportunities for learning. The trails should be developed so as to take full advantage of the site and what is contained within the site. A walk in the woods is not enough. A walk in which children see different species of trees and animals in their natural environment is more desirable. The tracing of a mountain stream, the imprint of the ages upon the woods, the ecological development of the forests, the ravages of nature, the routine of animal life and the diversity of nature are all properly taught by following well planned nature trails.

8. Facilities for outdoor recreation must be developed in any outdoor education site. A site which will be used by all segments of an urban community requires this even more. One of the objectives of outdoor education is to teach skills and attitudes for recreation in the outdoors. Facilities which contribute to participation in outdoor lifetime sports are essential. The outdoor education site offers possibilities for sport and recreational involvement which are practically non-existent in the urban ghettoes, and facilities must be developed which will promote participation in such recreational pursuits as swimming, fishing, boating, canoeing, scuba diving, snow skiing, tobogganing, hunting, mountain climbing, camping, hiking, bird watching, snowshoeing, ice skating, etc. The development of facilities for these activities is absolutely necessary.

CHAPTER 8

Summary and Recommendations

1. A combination of historical and sociological factors make it particularly appropriate for New York City to enter into a program of outdoor education at this time. These factors are:

1.1. The concern for and interest in environmental education, including the related areas of pollution of our air and water and the conservation of our natural resources.

1.2. The recreation explosion and its varied economic and social implications.

1.3. The plight of the cities, and particularly the problems of New York. Racial conflicts and the other educational crises besetting the cities literally cry out for imaginative and innovative approaches to education, *particularly those which foster socialization and group living experiences.*

1.4. The current nationwide movement in outdoor education, including governmental interest on the federal and state level.

2. The state of outdoor education is far enough advanced in this country so as to provide a solid foundation for curriculum planning.

3. Facilities for resident outdoor education experiences in and around New York City are available in sufficient supply and are of high quality.

4. Resource specialists in outdoor education abound in the New York metropolitan area and are available to help school districts in initiating programs.

5. Funding possibilities exist which can assist local school districts in financing outdoor education programs.

6. The pilot project and many other programs of resident outdoor education indicate that the experience will be enjoyable, exciting and educational for the children. Long range educational benefits have not been determined, but positive indications can be found in all the empirical analyses.

Appendix A

NEW YORK SECTION AMERICAN CAMPING ASSOCIATION
342 Madison Avenue, New York, N.Y. 10017

Feasibility Study on Facilities for Outdoor Education for New York City

PLEASE COMPLETE THIS QUESTIONNAIRE AS COMPLETELY AS POSSIBLE AND RETURN TO THE NEW YORK SECTION ACA IN THE ENCLOSED ENVELOPE BEFORE MARCH 15, 1969

1. Name of Camp ______________________________

2. Address of Camp ______________________________
   (Include exact address,
   County, State) ______________________________

3. Miles from NYC ______________________________

4. Name of Owner or Agency
   which operates camp ______________________________

5. Winter address of operator ______________________________

6. Winter phone number of operator (include area code) ______________

7. Approx. acreage ______________

8. Central kitchen and dining room? ( ) Yes ( ) No

9. If no central kitchen and dining room, describe facilities for food service. ______________________________

10. Number of camper beds __________

11. How are campers housed? ( ) Cabins ( ) Tents Other __________

12. How many campers are housed in each individual unit? ______________

13. Are toilet facilities located in each unit? ( ) Yes ( ) No

14. If answer to #13 is "No", describe toilet facilities. ______________

    ____

15. How many facilities are available for indoor programs, meetings, class instruction, etc.? ______________________________

16. Give brief description of each indicating capacity.

    ____________ ____________ ____________ ____________

    ____________ ____________ ____________ ____________

17. Indicate briefly the availability of resources for environmental education such as lakes, streams, hiking paths, mountains, etc. ______________

    ____

18. Describe briefly any points of educational interest within twenty miles of camp. ____

____

19. Are any of your facilities winterized? ( ) Yes ( ) No

20. If answer to #19 is "Yes", please describe the winterized facilities below, including number of beds, meeting areas, dining room, etc.

____

____

____

21. Are you planning to winterize any facilities in the near future?
( ) Yes ( ) No

22. How many children at any one time would you want to accommodate for a school outdoor education program? minimum________ maximum______

23. During which months would you accommodate school camping groups?

________ ________ ________ ________ ________ ________ ________

24. For how many consecutive weeks would you accommodate a school camp group?

Min. number of consec. weeks________Max. number of consec. weeks_____

25. Are you able to supply full food service? ( ) Yes ( ) No

26. Will you supply a resident camp manager or caretaker? ( ) Yes ( ) No

27. In order to ascertain what the prevalent thinking of camp operators is on the question which follows, a short explanation follows.

Some owner-directors are more interested in merely renting or leasing their properties for school use, while others would be more interested in becoming involved in program, personnel, equipment, etc.

Please check your preference below:

( ) Interested in merely a landlord-lessee arrangement.

( ) Interested in supplying some or all of the following services: staff, food, equipment, program specialists, etc.

2/18/69

Appendix B

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

February 19, 1969

Dr. Eugene W. Ezersky
Director
Outdoor Education Project
Educational Facilities Laboratories, Inc.
477 Madison Avenue
New York, N.Y. 10022

Dear Dr. Ezersky:

In answer to your letter of February 13, 1969, we are listing below the number of fith grade classes by level and district as of October 31, 1967:

District No.	Elem. Classes	Junior High Classes	District No.	Elem. Classes	Junior High Classes
1	55.0		16	139.0	
2	63.3		17	123.0	
3	60.5		18	116.0	
4	94.0	8.0	19	142.5	
5	79.0		20	92.5	
6	102.6		21	104.0	
7	122.0		22	114.0	
8	89.0	10.0	23	87.0	
9	109.2		24	74.5	
10	80.5		25	99.0	
11	84.3		26	85.5	
12	122.0		27	111.5	
13	93.0		28	98.0	
14	91.5	7.0	29	92.5	
15	90.0		30	114.0	

Average Class Size: 28.2

Total Classes: 2954.

We hope this information will be useful in your study for a program of outdoor education for New York City.

Very truly yours,

Frederick Shaw

FREDERICK SHAW
Acting Director

FS:ls

April 16, 1969

Appendix C

AGENDA

9:30-9:45 a.m.	ASSEMBLE (Coffee)
9:45-10:00 a.m.	Scope, Purpose and Background of EFL's Outdoor Education Project DR. EUGENE EZERSKY
10:00-10:15 a.m.	Special Considerations of the Resident Outdoor Education Experience for New York City Children MR. IRWIN TOBIN Director, Bureau of Health, Physical Education and Recreation New York City Board of Education
10:25-10:40 a.m.	Use of Para-Professionals in the Resident Camping Experience MR. G. LAWRENCE McCUE Director, Outdoor Education Valley Stream, New York
10:50-11:05 a.m.	Recruiting Program Specialists and Professional Staff DR. JACK GEORGE Director, Health, Physical Education and Recreation Roslyn Public Schools
11:05-12:00 p.m.	DISCUSSION
12:00-1:00 p.m.	LUNCH
1:00-1:15 p.m.	The Role of the State Education Department in Outdoor Education DR. IRWIN ROSENSTEIN Consultant in Outdoor Education New York State Department of Education
1:25-1:40 p.m.	Practical Problems in Implementing Resident Programs of Outdoor Education DR. CHARLES LEWIS Coordinator Title III, Outdoor Education Project North Hempstead, New York
1:50-2:05 p.m.	Evaluating the One Week Resident Experience MR. HY SCHMIERER President Association of Private Camps
2:15-2:30 p.m.	The Contribution of Organized Camping to School Outdoor Education Programs MR. LLOYD MOORE President New York Section American Camping Association
2:30-3:30 p.m.	DISCUSSION AND SUMMARY

Observers and participants in the discussions will be Mr. Victor Spero, Outdoor Education Coordinator of School District #7 of New York City and Mr. Laurence Mickolic, Associate Director of the Fresh Air Fund.

Appendix D

March 19, 1969

AGENDA

9:30-9:45 a.m.	ASSEMBLE
9:45-10:00 a.m.	Scope, Purpose and Background of EFL's Outdoor Education Project DR. EUGENE EZERSKY
10:00-10:20 a.m.	Preparing Faculty, Children and Community for the Outdoor Education Experience MR. IRWIN ENGEL Coordinator, Outdoor Education Curriculum Edgemont Public Schools
10:20-10:40 a.m.	Science in the Outdoor Education Curriculum MR. BEN CUMMINGS The Campus School Newark State College
10:40-11:00 a.m.	Conservation in the Outdoor Education Curriculum DR. JOHN KIRK Director New Jersey State School of Conservation
11:00-11:15 a.m.	BREAK
11:15-12:00 p.m.	DISCUSSION
12:00-1:00 p.m.	LUNCH
1:00-1:30 p.m.	Outdoor Recreation in the Outdoor Education Curriculum DR. MILTON GABRIELSEN Professor of Education New York University
1:30-1:50 p.m.	Environmental Studies and Ecology in the Outdoor Education Curriculum MR. KENT REEVES Director, Ashokan Field Campus State University of New York at New Paltz
1:50-2:10 p.m.	Special Problems of Ghetto Children in Outdoor Education MR. JOHN DE SANE Coordinator, Outdoor Education Englewood,New Jersey School System
2:10-3:30 p.m.	DISCUSSION AND SUMMARY

Appendix E

Public School 161, Bronx
628 Tinton Avenue
Bronx, New York 10455
Harry Gittleman, Principal

April 29, 1969

Dear Parents,

We are happy to inform you that your child's class, (5G), is one of two classes in the district that have been selected for a very exciting and interesting program in outdoor education. It is a program which has been underway for many years in many of our suburban schools, but is a "first" for New York City.

As part of this program, Miss O'Banyoun will escort the children to the beautiful Hidden Valley Camp of the Fresh Air Fund for the week of May 19. At this magnificent site, they will have the opportunity to study, live, and learn with their teachers and other specialists. They will have the chance to learn about the interrelationship of man and his environment which is best taught in this natural environment.

They will receive the best of supervision, lodging, and food, and should have a wonderful time as well as a fine opportunity for learning.

Because this program is being funded by a private foundation, there will be no cost whatsoever to you.

In order to further explain this program, we have arranged a meeting of parents on Wednesday, May 7, 1969, at 2:15 p.m. in our Community Room. At this time, we will be happy to answer questions of yours. We hope to see you there.

Please complete the attached consent slip which gives your permission for your child to participate in this very worthwhile program.

Sincerely yours,

Harry Gittleman
Principal

BJS

April 29, 1969

Dear Mr. Gittleman:

I hereby give my permission for my child,____________________________, to participate in the Outdoor Education Program at Hidden Valley Camp in Fishkill, N.Y. I understand that they will leave for camp Monday morning, May 19, and be returned to their school by 3:00 p.m. on May 23.

____
Parent's Signature

BOARD OF EDUCATION
Office of the District Superintendent
501 Courtlandt Ave.
Bronx, New York 10451

Dear Parents,

Field trips are an important part of the environmental program at Hidden Valley and on such trips adequate clothing is essential.

If your child does not have some of the essential items, perhaps you can substitute or improvise; i.e., an oilcloth poncho for a raincoat, or two sweaters for a heavy jacket, etc.

CLOTHING

ALL ITEMS SHOULD BE MARKED WITH NAME TAPES OR INDELIBLE INK.

1 pair of pajamas
1 pair of sturdy shoes
1 extra pair of shoes or sneakers
1 pair of rubber boots or galoshes
4 pair of socks
1 raincoat and rainhat
1 warm jacket
3 shirts
3 pair of dungarees or heavy trousers
1 box of kleenex
4 changes of underwear

Toilet Articles

1 washcloth
soap in box
toothbrush and toothpaste
comb and/or brush

General Equipment

flashlight
plastic bag for dirty clothes

Optional

bathrobe, slippers
camera and film
field glasses
shower caps--girls
writing material--paper, envelopes, pencil, stamps
reading books

Do Not Bring

radios
funny books
candy, gum or other food
sheath knives
money

Yours truly,

Victor Spero
District Science Coordinator

Office of the District Supt.
501 Courtlandt Ave.
Bronx, New York 10451

Check List for Teachers Going to Camp Hidden Valley

1. Clothing list for every child.
2. Maps of the Bronx and Westchester and Putnam Counties.
3. Shoe-box for every child.
4. Tote bag for every child.
5. Clip board for every child (can be made from cardboard math frames).
6. Names plates for the children to wear.
7. Consent slips on file.
8. Phone number of camp (914-897-9860)
9. Check for allergies, heart condition, asthma, etc.
10. Educational assistants (one from each school).
11. Notebook for notes and log.
12. Work sheets.
13. Thirty magnets.
14. Overhead projector.
15. Acetate for the overhead projector.
16. Transparencies pertinent to the curriculum.
17. Musical instruments, if you are able to play one.
18. Plaster of Paris.
19. Clear contact paper or wax paper.
20. 15 compasses.
21. Phonograph -- records.
22. Chalk.
23. Blackboard.
24. Microscopes.
25. Erasers for board
26. 15 magnifying lenses.
27. Art supplies for art lesson.
28. Songs (music, etc.).
29. Slides for microscope -- (for wet and dry specimens).

Appendix F

MAN AND HIS ENVIRONMENT

Concepts to be stressed - Diversity,change,interdependence - Adaptations

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30	FIRST CALL				
8:00	FLAG RAISING				
8:10-8:45	BREAKFAST				
8:45-9:00	BUNK TIME				
9:00-9:15	ARRIVAL	Preplanning for field trips		Review of concepts - Remedial work Treasure Hunt-161 Nat. Hist. Scavanger Hunt-37	Packing, planning follow-up activities last tour to say "Good-By" to favorite spot.
		Dam-161 led by Mr.Ruff (3 groups) Meadow-37 led by Roger Ormiston	Dam-37 led by Mr. Ruff (3 groups) Meadow-161 led by Roger Ormiston		
		Summary of Field Trips			
11:30-11:45	Bunk Time				
12:00-12:45	L	U	N	C	H
1:00-2:00	Impact Tour Safety Rules	Rest Hour			DEPARTURE
2:00-3:00	SMALL GROUP INSTRUCTION			Pre-planning	
	Compass -1 Geology -2 Art -3 Lake Ecol.-4 Tracking -5 Ornith. -6	Compass -5 Geology -6 Art -1 Lake Ecol.-2 Tracking -3 Ornith. -4	Compass -3 Geology -4 Art -5 Lake Ecol.-6 Tracking -1 Ornith. -2	Trip to Dairy Farm 161 37	
	(ASSEMBLE)				
3:00-4:00	Compass -6 Geology -1 Art -2 Lake Ecol.-3 Tracking -4 Ornith. -5	Compass -4 Geology -5 Art -6 Lake Ecol.-1 Tracking -2 Ornith. -3	Compass -2 Geology -3 Art -4 Lake Ecol.-5 Tracking -6 Ornith. 1		
	(ASSEMBLE)				
4:15-5:15	RECREATION - (Miss Kepple Miss O'Banyoun)				
	Fishing -161 Kite Flying-37	Fishing - 37 Kite Flying-161	Treas.Hunt-161 Nat.Hist. Scavenger Hunt - 37		
5:30-6:00	BUNK TIME				
6:00-7:00	DINNER				
	Evening Programs (Miss O'Banyoun, Miss Kepple, Miss Pisacane)				
	Square dancing singing, creative dramatics, sound hunt, movies, camp-fire.				
	Indian Show	Astronomer	Herpetologist	Ornithologist	

Appendix G

BOARD OF EDUCATION
City of New York
Office of School District 7
501 Courtlandt Ave.
Bronx, New York 10451

SUGGESTED FOLLOW-UP LESSONS FOR HIDDEN VALLEY

1) Letters to all concerned
2) Astronomy (Planetarium)
3) Terrarium (using Jiffies and large jar)
4) Art work
5) Compass - map work
6) Birds (Zoo)
7) Snakes (Zoo)
8) Field trips to parks, etc. (stressing theme of diversity, interdependence, change, and adaptations)
9) Music (songs not covered at site)
10) Social Studies (History of area)
11) Bulletin Board
12) Slide show of week
13) Geology
14) Logs
15) Display of collections from site
16) Depth lessons on senses

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